Bonjour  Bem-vindos  स्वागतम्  Olá
Willkommen  欢迎光临
Kamusta  नमस्कार
Hola 你好
Hello  Салют
Bienvenido  نमस्कार
Halo 你好
Bienvenue  Салют
Welcome  привет
Benvenuti  Привет
Salve  Привет
Hallo  Привет
Welkom  Привет
Mabuhay  Салют
How to Participate Today

[Image of a software interface with options to use the telephone for audio and a text box for questions.]

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Webinar ID: 977-124-241

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Presenter Disclosure

Presenter(s)
• Kelly O’Halloran, Project Manager for Health Links, Hamilton Health Science Centre and the Hamilton Niagara Haldimand Brant LHIN Discharge Transition Bundle
• Linda Hebel, Karen Carswell and Sharon White, Quality Improvement Advisors, HQO

Relationships with commercial interests:
• Grants/Research Support: Not Applicable
• Speakers Bureau/Honoraria: Not Applicable
• Consulting Fees: Not Applicable
• Other: Not Applicable
Disclosure of Commercial Support

- This program has received no commercial or financial support
- This program has received no in-kind commercial or financial support
- Potential for Conflict(s) of interest:
  - No speaker has received payment or funding from any for-profit organization
  - No organization has a product that will be discussed in the program
Agenda

• Introductions
• Defining health literacy
• Impact on the transitions of care
• Assumptions and challenges
• Assessment Tools
• Measures
• Practical realities
• Application in the field
Some Helpful Resources: HQO Improvement Packages

- Optimizing Chronic Disease Management
- Transitions of Care
- Supporting Health Independence

www.HQOntario.ca
Transitions Improvement Package

- Individualized Care Planning
- Medication Reconciliation
- Risk Assessment and Follow-up Care Planning
- Health Literacy
## Learning Objectives

- Understand the term “health literacy”
- Recognize the impact of health literacy on patient transitions through the continuum of care
- Understand the importance of building your patients’/clients’ health literacy
- Learn how to assess your patients’/clients’ health literacy
- Become familiar with tools, resources on assessing health literacy and improving your patients’/clients’ health literacy
Poll: What is Health Literacy?

A. Medical jargon
B. An understanding of the health care system
C. Familiarity with the federal and provincial health system
D. Able to obtain, to process, and understand health information
What is Health Literacy?

Represents the cognitive and social skills which determine the motivation and ability of individuals to gain access to, understand and use information in ways which promote and maintain good health

~ World Health Organization (1988)
High versus Low Health Literacy

- More complex than general literacy
- Clearly established a link between health literacy and health outcomes
Patients with **high health literacy** can read and understand written material content to promote or maintain their health and navigate the system of services.

Patients with **low health literacy** cannot.
Patients with **high health literacy** understand their medication and take the medication correctly.

Patients with **low health literacy** cannot.
Diabetic patients with high health literacy can modify their insulin regimens in response to their blood glucose readings.

Patients with low health literacy cannot.
Health Literacy and the Impact on Transitions of Care

- **Transition into Hospital**
  - Current state, goals
  - MedRec
  - Collaborate with primary care

- **Admission to hospital**
  - Acute or emergency care
  - Understand baseline health status and goals

- **Develop plan of care**
  - Develop plan of care that addresses acute and chronic issues, addresses goals

- **Preparing for Discharge**
  - Health literacy
  - Schedule follow up
  - MedRec
  - Formal transfer of care

- **Discharge out of hospital**
  - Discharge bundle
  - Communication of plan to primary care, person and other stakeholders
  - Timely post discharge follow up/assessment
  - Re-evaluate health and treatment goals
  - Manage care

- **Primary care and self care**
  - Provide primary care
  - CDPM
  - Understand lifestyle and create health and treatment goals

- **Primary care, Long Term care or community based care**
  - Timely follow up
  - Self management
  - Goals, refresh plan

- **Accept transfer to Primary care, Community based care or Long term care**
  - Timely follow up
  - Self management
  - Goals, refresh plan

- **Develop Plan of Care**
  - Individualized
  - Risk of readmission
  - Treatment goals

- **Primary care and self care**

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Poll: What percentage of Canadians have Low Health Literacy?

A. 15%
B. 30%
C. 45%
D. 60%
E. 75%
Why do We Need to Build Health Literacy into Everyday Interactions?

With health literacy skills, that are considered to be at a Level 2 and below (IALSS definition), 60% of adult Canadians lack the capacity to obtain, understand and act upon health information and services and to make appropriate decisions on their own.

http://www.ccl-cca.ca/ccl/Reports/HealthLiteracy/HealthLiteracy2007.html#findings

*Health Literacy in Canada: Initial results, International Audit Literacy and Skills Survey (IALSS), September 2007.*
Level 1: Very poor literacy skills
Level 2: A capacity to deal only with simple, clear material involving uncomplicated tasks
Level 3: Adequate to cope with the demands of everyday life and work in an advanced society
Levels 4 & 5: Strong skills

http://www.ccl-cca.ca/cclflash/healthliteracy/map_canada_e.html
How to Promote Health Literacy

Key skills for health literacy are the ability to:

- interpret documents, read and write (print literacy)
- use quantitative information (numeracy)
- speak and listen effectively (oral literacy)
Health Literacy Skills and the Implications to Patients and their Care Givers

http://www.gov.ns.ca/health/primaryhealthcare/health_literacy_video.asp
Assumptions & Challenges

- Providers do not assess individual’s literacy levels
- Individuals may not understand their condition right away or ever
- Providers assume that a person understands their disease, treatment and post discharge instructions
- Providers use complex medical language
- Many providers receive no or limited training on assessment techniques about health literacy
- The teaching environment is not person friendly
Poll: Do you currently assess your patients'/clients’ health literacy skills?

A. Yes
B. No
C. Sometimes
D. Don’t know
How to Assess the Key Health Literacy Skills?

- Communicate in easy to understand language and use person-friendly materials
- Create a shame-free environment that encourages questions
- Identify key family members/caregivers to help the patient understand the instructions and the patient's condition
- Use health literacy assessments to inform information sharing strategies, materials and resources
- Have in-person conversations and schedule “warm handoffs” for each transfer
- Determine and document the person’s learning needs
Assessment Tools

- Rapid Estimate of Adult Literacy in Medicine (REALM)
- Newest Vital Sign (NVS)
- Tips for Communicating with Patients
- North Carolina Program on Health Literacy
- “Teach Back” tool for improving communication
- Ask me 3 Questions
- Flinder’s Self Management Model

Transitions of Care: Improvement Package - Page 24
Ask Me 3

Three simple, but essential questions that patients should ask their providers in every health care interaction:

1. What is my main problem?
2. What do I need to do?
3. Why is it important for me to do this?

Free Posters and Brochures are available for download

http://www.npsf.org/for-healthcare-professionals/programs/ask-me-3/
### Words to Watch

<table>
<thead>
<tr>
<th>Problem Word</th>
<th>Consider Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inhibitor</td>
<td>Drug that stops something that is bad for you</td>
</tr>
<tr>
<td>Intermittent</td>
<td>Off and on</td>
</tr>
<tr>
<td>Option</td>
<td>Choice</td>
</tr>
<tr>
<td>Avoid</td>
<td>Stay away from; do not use (or eat)</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Learning; thinking</td>
</tr>
<tr>
<td>Hypertension</td>
<td>High blood pressure</td>
</tr>
<tr>
<td>Adequate</td>
<td>Enough</td>
</tr>
<tr>
<td>Excessive</td>
<td>Too much</td>
</tr>
<tr>
<td>Routinely</td>
<td>Often</td>
</tr>
<tr>
<td>Adverse</td>
<td>Bad</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Show</td>
</tr>
</tbody>
</table>
“Teach Back” Technique

• “Teach Back” means asking your patient to repeat in their own words the instructions or information that you have provided

• It is a way for providers to confirm that what they have explained to the patient was clear and understood

• Clarify or re-teach as needed, patient understanding is confirmed when the patient accurately explains it back to the provider
1. If you eat the entire container, how many calories will you eat?

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 2,500 calories in a day, what percentage of your daily value of calories will you be eating if you eat one serving?
4.6 TOOLBOX  

All tools and resources were accessed / verified in April 2013.

Rapid Estimate of Adult Literacy in Medicine (REALM)
Commonly used to measure health literacy is the Rapid Estimate of Adult Literacy in Medicine (REALM). This validated tool to measure health literacy takes about 2 minutes to administer. Contact Terry C Davis at tdavis1@lsuhsc.edu for a copy.

Newest Vital Sign
Newest Vital Sign is an emerging tool to assess a person's ability to interpret print material using a simple ice cream label and six questions. http://www.pfizerhealthliteracy.com/public-policy-researchers/NewestVitalSign.aspx

Tips for Communicating with Patients

North Carolina Program on Health Literacy
North Carolina Program on Health Literacy http://nchealthliteracy.org/index.html
This website includes a variety of resources including videos, teaching aids, assessment tools, a health literacy getting started toolkit and more.

Teach Back
Teach Back Technique. http://www.ethics.va.gov/docs/infocus/InFocus_20060401_Teach_Back.pdf (See Appendix)

Clinical Teach Back Cards, TMF Health Quality Institute
Nurses in hospitals, nursing homes, home health agencies and physician offices will find this tool useful for teaching congestive heart failure (CHF) patients about their medications. Included are a cover reminder card, nine medication cards, three core measure (AMI, CHF and pneumonia) cards and a card listing ACE-inhibitors and beta blockers. Each medication card includes: 1) How the class of drug works, 2) What problems to report to the doctor/nurse, and 3) The brand or generic drug names by class. More information on this subject and similar resources can be found by visiting the Resource Center on the Texas Quality Improvement Organization website, managed by TMF Health Quality Institute, the Medicare Quality Improvement Organization for Texas.
Health Literacy Measures
Outcome Measures

- % readmissions
- Length of stay
- % ED visits
- Confidence in patient self management
Process Measures

- % of Health Link patients who were able to understand explanation about test results (ED, inpatient, primary care)
- % of patients who knew who to call, if they needed help, after leaving the ED, hospital or specialist
- % of patients who take the correct action in the management of their care (test or lab work completed)
- % of patients who, when given care instructions, were correctly able to repeat, in their own words, information about managing their disease
Balancing Measures

- Revisit rates to primary care or specialist care
Practical Realities

- Patients' emotional readiness to accept
- Language barriers
- Cultural differences
- Patient Competency
- Provider’s competency
- Available Support Networks
Poll: After attending this webinar, will you begin assessing your patients’/clients’ Health Literacy?

A. Yes, I will begin assessing health literacy

B. I would like to, but constraints prevent me

C. Not convinced health literacy assessment is important

D. Assessing health literacy is already part of my practice
Health Literacy Resources

• Canadian Council on Learning (CCL) – Health Literacy Map
  http://www.ccl-cca.ca/cclflash/healthliteracy/map_canada_e.html

• Ask me 3
  http://www.npsf.org/for-healthcare-professionals/programs/ask-me-3/

• Transitions to Care: Improvement Package
  http://www.hqontario.ca/bestpath/services-and-tools/improvement-packages

• US National Library of Medicine: Easy to Read Resources
  http://www.nlm.nih.gov/medlineplus/all_easytoread.html#C

• Taking off the Blindfold: Seeing how Literacy affects Health
  http://www.healthliteracyruralresearch.ca/pubs/takngoff/cover.htm

• Government of Nova Scotia: Health Literacy-Making the Connection
  http://www.gov.ns.ca/health/primaryhealthcare/health_literacy_video.asp

• Writing Health Information for Patients and Families
Summary

- Better understanding of the term health literacy
- Assumption and challenges regarding health literacy
- Innovative ideas to help the patients absorb what they are supposed to do
- Tools
- Practical realities