

Background



- **The Institute of Medicine (IOM), the Agency for Healthcare Research and Quality (AHRQ), Quality and Safety Education for Nurses (QSEN) and United States Department of Health and Human Services (USDHHS) have identified health literacy as a high priority due to the impact it has on the individual's health outcomes and the healthcare delivery system.**





- **Many roundtable reports directed at health literacy were produced by the IOM, allowing the health literacy awareness agenda to be further enhanced by the 2010 National Action Plan to Improve Health Literacy instituted by AHRQ (USDHHS, 2013).**
- **The Affordable Care Act (Government Printing Office, 2010) requires and supports additional action on health literacy and effective communication which is seen also within the National Action Plan and Healthy People 2020 (USDHHS, 2013).**



Nursing knowledge



- **Jukkala, Deupree, and Graham (2009) surveyed 230 participants from nursing, medicine, and dentistry attending a health literacy seminar. Less than 12% of participants knew that 30% of adults had health literacy issues. The health profession with the lowest rate of health literacy knowledge was nurses.**





- NS lacked education in vulnerable populations, health literacy screenings health literacy strategies and had little opportunity to evaluate educational media (Cormier & Kotrlik, 2009)
- NS demonstrated proficiency with disease knowledge patient education but lacked health literacy knowledge (Emery & Nosek, 2010)
- NS have limited confidence due to system based responsibilities of the registered nurse (RN) which requires them to limit their patient education (Zanchetta, et al., 2012).
- 80% of nurses had heard of health literacy less than half had formal health literacy training and 56% viewed health literacy as a low priority (Macabasco-O'Connell & Fry-Bowers, 2011)



- Many nurses are ill prepared to utilize literacy techniques. The lack of preparation leaves the teacher (nurse) feeling ill equipped to deal with low literacy (Greenleaf, Schoenbach, Cziko, & Mueller, 2001).
- The assumption is made that self-efficacy for teaching influences the nurses' behavior which directly impacts how well patients learn even those who may be difficult or unmotivated (Guskey & Passaro, 1994).
- The ability of the nurse to teach is dependent on two objectives, the skills of the teacher and the comprehension of the learner.



- **The American Association of Colleges of Nursing (AACN) uses the National Patient Safety Goals, QSEN, and the research priorities of the AHRQ to guide recommendations for accreditation within nursing education (AACN, 2013).**
- **More importantly, nursing educators need to evaluate and redesign curriculum to include health literacy.**

Study purpose



- The purpose of this study is to explore how students have learned health literacy, their perception of health literacy, how they educate patients currently and whether they feel they have received adequate education on how to identify patients with low literacy.

Research questions



- What is the definition of health literacy that is perceived by the student nurse?
- What information have they received and is it adequate?
- How have they used skills when providing health information?
- What is the perception and understanding of health literacy information and strategies?

Study Design



- Qualitative descriptive study-Phenomenological
- Participant interviews
- 5 individuals
 - **1 male**
 - **1 second career**
 - **3 traditional female students**
- **Focus group with 2 minorities, 2 men consisting of 10 students**

Sample demographics



- Gender
 - 3 males
 - 2 African American one male one female
 - 11 females
- Ages- 20-55
- 1 senior student
- 4 junior
- 10 sophomore

Thematic results



- **Defining health literacy -Not knowing**
- “...the way I look at it is health literacy umm, I need clarification, do you mean the patient end or as a nurse?”
- “So literacy in general meaning reading writing skills so health literacy I guess would be the understanding of what’s going on with their health”
- “I define health literacy as knowing what standard, just general and standard rules procedures et cetera are as a health professional... you first have to be knowledgeable before you pass along knowledge to someone else.”

Thematic results



- **Defining health literacy**

- **Knowing**

- “different patients have different levels of health lit so if you have to educate a patient you can’t if they’re not from the health field you can’t use big medical terms if they were maybe they would know those terms you kind of have to get a feel of what they know.”
- “health literacy is not so specific about what the actual reading level is. For most people, it is to pay attention to things ...make sure that you **know you’re not using a lot of medical terminology for people** cause they don’t understand it that’s like the basic amount of health literacy....”

Thematic results



- **Importance of teaching**
- “...one of my most important roles is to be able to be a teacher....”
- “and I did diabetes and their questions floored me cause our instructors said keep it really basic most of these people are maybe high school educated maybe 2 people in the room that have gone to some college they’re all low income, but that doesn’t mean they are stupid, you know? But so my pamphlet was really basic, but their questions shocked me at how intelligent and eager they wanted to know stuff..... I was just surprised they really do want the information and they want to understand it but being able to give the reason they didn’t want just to be told what to do, they wanted to know why?”

Thematic Results



- **Importance of teaching**
- “My friend just called me last night and was like I am so confused the Motrin bottle says I give .125 ml but the discharge instructions from the hospital say 3.2. And I am like well what is the dose because if you’re looking at a different mg/ml yes the mls is gonna come out differently, simple stuff like that and she has a master’s degree.”
- “Well even like I can read and stuff but like just being in school I feel like I’m learning a different language.... So it’s like not that I’m illiterate.”

Thematic Results



- **Needing education**

- “...I haven’t had that much experience with a lot of, sometimes when I run into other cultures it’s a total language barrier so I can’t even speak the language, so we’ve had to get in a translator and things like that, but I’m not sure it is valid”
- “I haven’t done a lot of teaching”
- “We’ve had some courses in where we were given scenarios and said ok how would you teach based on this situation how would you prepare a teaching plan so we have had some practice in our courses, I would have loved to have had more because I think it helps you to be creative and kinda think outside the box.”
- “I guess more ideas than what I do, which is sit down and say “ok can we sit down and let’s look at this brochure and we’re gonna go over things am I missing something is there something better that I can do that is more effective as far as finding out are the materials I am giving them, are they literate can they read it is it enough should I be giving them more. I just completed a teaching thing and that is one of the questions I put at the end when she the question asked what could you have done different?”

Thematic Results



- “I would like if there was more health teaching opportunities or even a course that was more culturally defined”
- “maybe I’ve taught things and just not realized and be like oh yeah I just taught them something because it just seems to me so rudimentary um but I really feel like I haven’t done much of that at all, and I’ll ask at time and other times there when clients educate me”
- “I remember hearing that most patient brochures that we see in the hospitals at one point it was at like the 8th grade level now they have reduced it to like the 4th or 5th grade reading level, That stuck was like seriously? 4th or 5th grade, it’s like state mandates that you have to at least graduate high school or your supposed get a GED but apparently that doesn’t always happen that kinda struck me when I first came in like "whoa, that seems really low".

Implications

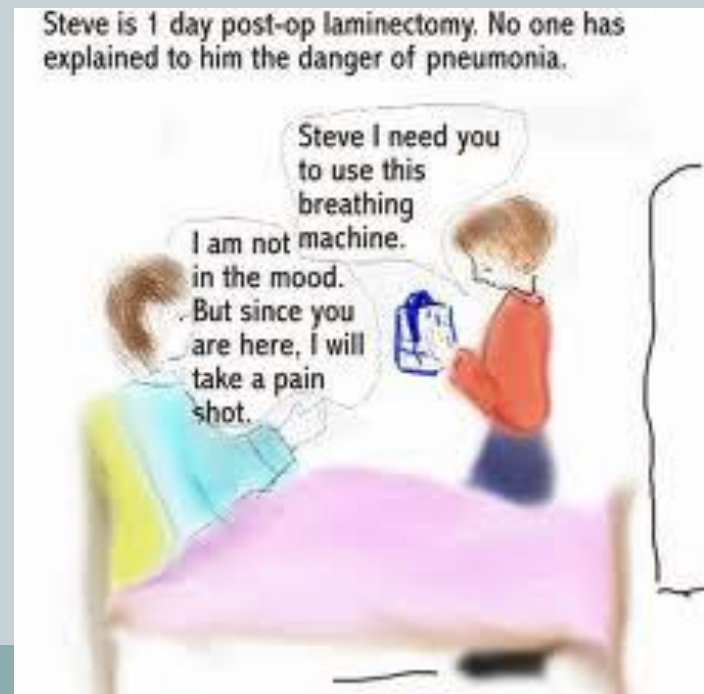


- Nursing students need more education on health literacy.
- Nursing faculty need to integrate health literacy not only into theory but into clinical.
- Health literacy needs to be integrated across the curriculum.
- Further research is warranted on determining health literacy knowledge of nursing students and nurses in practice.

Essentials of professional nursing practice I



- **Among the elements explored are: communication, patient education, culture/ethnicity, critical thinking, nursing process, health care delivery and evidence based practice.**
- **3 part health**
- **literacy project**



Phase I



- **The first phase of the project on health literacy first addresses by discussing how information is not always culturally competent. Diet, exercise, dress, role of the individual in family and community, and health beliefs often affect the individual's ability to understand and use health information.**



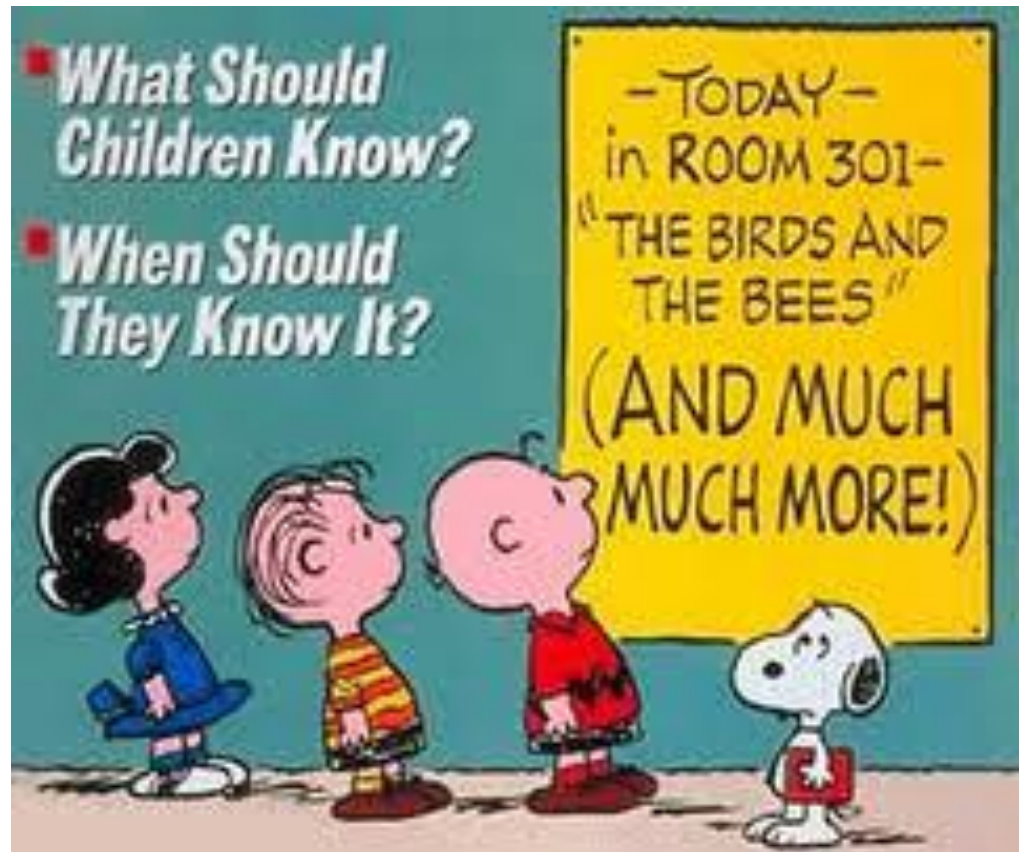
Phase II



- **Visit the following websites:**
- <http://nnlm.gov/outreach/consumer/hlthlit.html>
- http://www.cdc.gov/healthliteracy/pdf/Simply_Put.pdf
- <http://www.plainlanguage.gov>
- <http://www.ahrq.gov/qual/literacy/healthliteracytoolkit.pdf>

Health Literacy
A Prescription to End Confusion

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- **“After exploring the idea of health literacy I have learned a lot about how to convey a health message. The message needs to be clear and to the point using basic terminology that most literate people would understand. Also I learned that by adding positive thoughts to the health message it helps make the person seem more comfortable with what they are learning and it doesn’t turn them away so quickly.”**



- **“A nurse leader can lead the need for health literacy education in health care by being the patient advocate and listening to the patient. The nurse needs to make sure that the patient understands the processes and procedures they are going through. It is our job as the nurse to make sure the patient is comprehending everything and if they don’t we need to come up with a way for them to understand it. It is our job as a nurse to make sure the patient leaves the hospital with the proper education and understanding they need to be able to care for themselves.”**



- **“Lastly, I think it is important to add pictures and make the information you are displaying look appealing to the person. Making sure there is not a lot of reading to do and adding pictures can help portray the message easier. Health literacy can impact patient safety in many ways. Having a low health literacy can make it hard for patients to fill out health forms, make it hard for a patient to manage their disease and even make it hard for the patient to share their personal health information with their healthcare providers”**

Results



- **Students have verbalized during debriefing that they see the connection to how safety and quality is linked to health literacy.**
- **They also identified the importance of health literacy in all activities that are related to patient care.**



So where from here?



- Integrating the health literacy content into the several courses.
- Evaluation of the data from Threaded discussions after completion of the project.
- Data collection with additional student groups with assessment later in program to determine retention of information.

Questions

