

# EMERGENCY ROOM NURSES KNOWLEDGE OF AND EXPERIENCE WITH HEALTH LITERACY AND THEIR PATIENT TEACHING METHODS


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# Background



# Introduction & Literature Review

- ▶ Purpose & Conceptual Framework
    - ▶ IOM Framework or Health Literacy
  - ▶ Literature Review
    - ▶ HL Knowledge
    - ▶ HL Experience
    - ▶ Patient Teaching Methods
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What teaching methods (TM) do ED nurses use to meet patient's HL needs?

What are ED nurses' experiences with HL?

What do ED nurses know about health literacy?

What are the relationships between and among ED nurses' knowledge of and experience with HL, and their use of individualized TM when providing patient teaching?

# Methodology

- ▶ Design – Descriptive, exploratory, correlational study
  - ▶ Procedures & Methods – Recruited ED nurses from Emergency Nurse Assoc. website
  - ▶ Instrumentation & Measurement Methods
    - ▶ Health Literacy Knowledge & Experience Survey, Parts I & II
  - ▶ Demographics & Patient Teaching Methods Questions
  - ▶ Protection of Human Subjects – IRB approval
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# INSTRUMENTS

## ▶ Teaching Methods (3 most frequently used)

- ▶ Assessing pt understanding
- ▶ Avoid medical jargon
- ▶ Include another person
- ▶ Speak slowly
- ▶ Limit to 2-3 points
- ▶ Encourage questions
- ▶ Printed material
- ▶ Use of pictures
- ▶ Teach-back

## HL Experience (Likert scale)

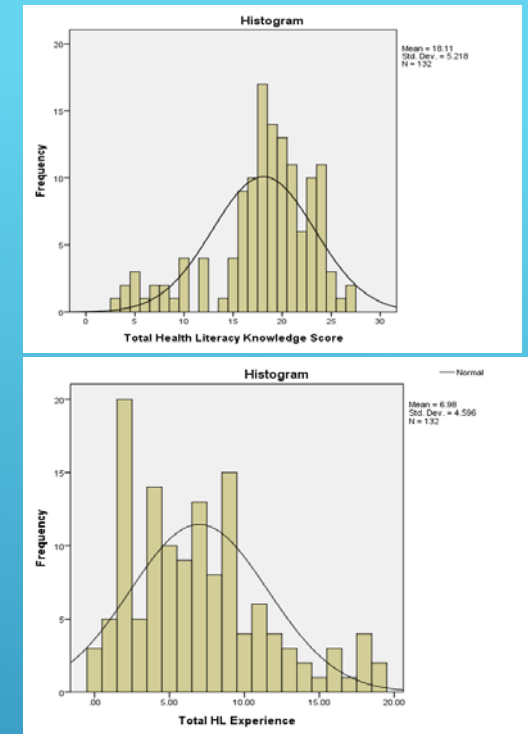
- ▶ HL emphasize in nsg school
- ▶ Use of HL screening tool
- ▶ Evaluate reading level
- ▶ Evaluate cultural appropriateness
- ▶ Evaluate illustrations
- ▶ Use of written materials
- ▶ Use of audiotapes
- ▶ Use of video
- ▶ Use of computer software

## ▶ HL Knowledge (multiple choice)

- ▶ Subscale content areas:
  - ▶ Basic facts
  - ▶ Screening
  - ▶ Consequences
  - ▶ Evaluation
  - ▶ Written materials

# Findings: Descriptive

- ▶ Data Integrity- No incomplete surveys, non-normal distribution
- ▶ Sample- Predominantly female, White, BSN
- ▶ Instruments
  - ▶ HL Knowledge & Experience Survey, Part I (Knowledge) ( $\alpha = .81$ )
  - ▶ HL Knowledge & Experience Survey, Part II (Experience) ( $\alpha = .81$ )



## Descriptive Findings

RQ1: What do ED nurses know about Health Literacy (HL)?

HL knowledge: 18 out of 29 items correct (62%)

RQ2: What are ED nurses' experiences with HL?

HL experience: 583 *Never*; 346 *Sometimes*; 205 *Frequently*; 55 *Always*

RQ3: What teaching methods (TM) do ED nurses use to meet patients' HL needs?

Most utilized TM: Written instructions, Simple language, Encourage questions

Least utilized TM: Using pictures, Limit teaching points, Speaking slowly

# Findings: CORRELATIONAL FINDINGS WITH VARIABLES & DEMOGRAPHICS

## ➤ Total HL knowledge score had positive relationship with:

- Highest level of nursing education ( $r = .27, p = .002$ ),
- Years as a licensed RN ( $r = .32, p = .000$ ).
- Years worked in the ED ( $r = .31, p = .000$ ).

## ➤ HL experiences had relationships:

- Frequency evaluating reading level of written material and highest level of education ( $r = .18, p = .042$ ).
- Frequency evaluating illustrations and years of RN license ( $r = .22, p = .011$ ) & years worked in ED ( $r = .26, p = .003$ ).
- Frequency HL in nursing curriculum and age ( $r = -.22, p = .012$ ) & where 1<sup>st</sup> learned about HL ( $r = -.41, p = .000$ ).

## ➤ Teaching Methods had relationships with:

- Assessing pt. understanding with years worked in ED ( $r = -.18, p = .04$ ),
- Avoiding jargon with where 1<sup>st</sup> learned about HL, ( $r = -.18, p = .04$ ),
- Speaking slowly with where 1<sup>st</sup> learned about HL, ( $r = -.19, p = .03$ ).



# Findings

RQ4: What are the relationships between and among ED nurses' knowledge of and experience with HL, and their use of individualized TM when providing patient teaching

HL knowledge had negative relationship with *intentionally speak slowly* ( $r = -.173, p = .047$ ).

HL experience had relationships with:

- ✓ *Assess the patient's understanding* ( $r = .227, p = .009$ ).
- ✓ *Intentionally speaking slowly* ( $r = -.425, p = .000$ ).
- ✓ *Use teach-back techniques* ( $r = .227, p = .009$ ).

❑ No relationship found between HL knowledge and HL experiences

HL knowledge explained:

- ❖ 27% of the teaching method: *intentionally speak slowly*;
- ❖ 28% of teaching method: *encourage questions*

HL experience explained:

- ▶ 27% of the teaching method: *assess what the patient understands*
- ▶ 53% of teaching method: *intentionally speak slowly*

# Discussion

- ▶ Findings of present study compared to previous studies –

## HL KES, Part I


Present ( $\alpha = .81$ )  
Cormier not reported  
Knight ( $\alpha = .81$ )  
Cafiero ( $\alpha = .57$ ),  
Torres & Nichols ( $\alpha = .82$ )

## HL KES, Part II

Present ( $\alpha = .81$ )  
Cormier ( $\alpha = .82$ ),  
Knight ( $\alpha = .81$ ),  
Cafiero ( $\alpha = .69$ ),  
Torres & Nichols (not reported)

- ▶ Similar and dissimilar findings among Knowledge & Experience populations
- ▶ Similar and dissimilar findings between this study & previous teaching methods study
- ▶ Limitations- Convenience sample, low response, self-report
- ▶ Strengths- Adds information regarding HL, ED nurses & instruments; survey design

# Summary, Implications And Conclusions

- ▶ Practice implications
    - ▶ Shared responsibilities
    - ▶ HL educational activities
  - ▶ Education implications
    - ▶ Patient education emphasis
    - ▶ Use of teach-back
    - ▶ Emphasis on HL in nursing education
  - ▶ Research implications
    - ▶ More HL research in nursing
    - ▶ Additional populations
    - ▶ HL & TM research related to outcomes
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Thank you



