Topics to Cover

- What is health literacy?
- Why is low health literacy a concern?
- Who is affected by low health literacy?
- How can physicians help?

What is Health Literacy?

“The degree to which an individual has the capacity to obtain, communicate, process, and understand health information and services in order to make appropriate health decisions.”

Patient Protection & Affordable Care Act, 2010, Title V—Health Care Workforce, Subtitle A—Purpose and Definitions, Section 5002. Definitions.

Health Literacy

- Literacy
- Numeracy
- Digital Literacy
- Health Insurance Literacy

GNINAELC – Ot erussa hgh ecnamrofrep, yllacidoirep naelc eht epat sdae dna natspac revenehw uoy eciton na noitalumucca fo tsud dna nworb-der edixo selcitrp. Esu a nottoc baws denetsiom htrw hyroposi lohocla. Eb erus on lohocla sehcuot eht rebbur strap, sa ti sdnet ot yrd dna yllautneve kcarc eht rebbur. Esu a pmad tholc ro egnops ot naelc eht tenibac. A dlim paos, ekil gnihsawhsid tnegreted, lliw pleh evomer esaeg ro lio.


Is 180/110 normal? If not, what is?

Numeracy / Quantitative Literacy

Directions
- use one cup or tablespoon (TSP)
- do not exceed 4 doses per 24 hrs

| Adults & children 12 yrs & over | 30 ml, 1 TSP every 6 hrs |
| Children 4 to under 12 yrs  | 15 ml, 1/2 TSP every 6 hrs |
| Children 4 to under 6 yrs    | ask a doctor             |
| Children under 4 yrs         | do not use               |

Children’s NyQuil™ Cold & Cough Medicine. PDR P-130218 | POA 006

On a scale of 1 to 10, with 0 being no pain at all and 10 being the worst pain imaginable, how would you rate your pain right now?

Highlights study done by Dr. John Markman, Director, Translational Pain Research Program, University of Rochester School of Medicine & Dentistry

“Three-quarters of the patients in the study who rated their pain as moderately intense - four to seven on the pain scale, a range typically resulting in higher doses of medication - also described their pain as tolerable, a description that normally means no more pain treatment is needed.”
**Knowledge of Health Insurance Terms and Concepts**

<table>
<thead>
<tr>
<th>Question</th>
<th>Correct Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of &quot;health insurance plan&quot;</td>
<td>76%</td>
</tr>
<tr>
<td>Select the type of health plan &quot;prepaid health plan&quot;</td>
<td>78%</td>
</tr>
<tr>
<td>Definition of &quot;debtor's income limit&quot;</td>
<td>60%</td>
</tr>
<tr>
<td>Define &quot;out-of-pocket maximum&quot;</td>
<td>76%</td>
</tr>
<tr>
<td>Calculate the &quot;annual out-of-pocket limit&quot;</td>
<td>72%</td>
</tr>
<tr>
<td>Net of debtors who provide care on an extended basis may be reimbursed</td>
<td>76%</td>
</tr>
</tbody>
</table>

*Exhibit 1: Knowledge of Health Insurance Terms and Concepts*

**Minnesota Health Literacy Partnership**

"A patient's ability to obtain, understand and act on health information"  
"The capacity of health care providers and health care systems to communicate clearly, educate about health and empower patients"

https://healthliteracymn.org/health-literacy/health-literacy-basics

**Patient & Healthcare Provider**

"As clinicians, what we say does not matter unless our patients are able to understand the information we give them well enough to use it to make good health-care decisions. Otherwise, we didn't reach them, and that is the same as if we didn't treat them."

p. 784

**Why?**

**Health Communication and Health Information Technology**

HC/HIT-1 Improve the health literacy of the population

https://www.healthypeople.gov/2020/topics-objectives/topic/health-communication-and-health-information-technology

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**Evidence-Based Medicine**

The EBM Triad

http://med.fsu.edu/index.cfm?page=medicalinformatics.ebmTutorial

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*In the United States, approximately half of the states have adopted the reasonable-patient standard.\(^2\)\(^\text{p. 2,063}\)*


*In the United States, approximately half of the states have adopted the reasonable-patient standard.*


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**Increase the proportion of persons who report their health care provider always . . .**

HC/HIT-1.1 Gave them easy-to-understand instructions about what to do to take care of their illness or health condition (2011: 64.8%; target: 70.5%)

HC/HIT-1.2 Asked them to describe how they will follow the instructions (2011: 24.4%; target: 26.9%)

https://www.healthypeople.gov/2020/topics-objectives/topic/health-communication-and-health-information-technology

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**The New Era of Informed Consent**

**Getting to a Reasonable-Patient Standard Through Shared Decision Making**

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“When one accounts for the future costs of low health literacy that result from current actions (or lack of action), the real present day cost of low health literacy is closer in range to $1.6 trillion to $3.6 trillion.”


Health Impacts on Patients

Patients with limited literacy may not understand:

- Prescription medication labels
- Complex instructions (e.g., medication dosing, diet restrictions)
- Patient education materials
- Instructions for clinical tests


Health Implications

- Disease knowledge
- Use of preventive services
- Hospitalization
- Overall health status
- Control of chronic disease
- Mortality


who?
Limited health literacy is most common in patients with:

- Older age
- Lower knowledge of disease
- Lower use of preventive services
- History of hospitalization
- Poor overall health status
- Poor control of chronic disease
- Higher predicted mortality rates


“Avoid making assumptions about your older patients; they are diverse and will have different views of aging . . . Ask about the patient’s priorities for care.”

Even people who read well and are comfortable using numbers can face health literacy issues when they:

- Are not familiar with medical terms or how their bodies work.
- Have to interpret statistics and evaluate risks and benefits that affect their health and safety.
- Are diagnosed with a serious illness and are scared and confused.


Behavioral Clues

- Patient registration forms are incomplete or inaccurately completed
- Noncompliance with medication regimens
- Lack of follow-through with laboratory tests, imaging tests, or referrals to consultants
- Patients say they are taking their medication, but lab tests or physiological parameters do not change as expected


More Behavioral Clues

Responses to receiving written information
- “I forgot my glasses. I’ll read this when I get home.”
- “I forgot my glasses. Can you read this to me?”
- “Let me bring this home so I can discuss it with my children.”

Responses to questions about medication regimens
- Unable to name medications
- Unable to explain a medication’s purpose
- Unable to explain timing of medication administration

Screening

A single screening question:

“How confident are you filling out medical forms?”

Extremely/quite a bit = adequate health literacy
Somewhat/a little/not at all = marginal or inadequate health literacy


Another single screening question:

“How happy are you with how you read?”

Health Literacy Universal Precautions

Everyone benefits when communication is clear:

• Looks can be deceiving. Offer help to all.
• Worry or illness can cloud understanding.
• Offer clear explanations.
• Check to see if you have been clear.


CFM Resident Policies

Patient Education

Patient education is given to a patient to provide help in solving his/her health problem. It should be incorporated in to routine office visits for all patients. Effective patient education ensures that patients have a sufficient level of knowledge and understanding, which allows them to make informed decisions regarding their care.

Patient education is selected to recognize the education level, literacy and language needs of patients. Select education materials that are written at a 5th to 8th grade level. Education materials need to support education provided and not take place of provider education.

Approved Websites to provide patient handouts for education are listed below. Multiple copies of handouts that cover common health problems in the community can be printed. Periodically check website for revisions and update handouts. If education materials are not on this list or part of current handouts the information needs to be approved by a faculty member.

http://med.und.edu/policies/2016-bismarck-inf.pdf, pp. 32-33

Effective patient education ensures that patients have a sufficient level of knowledge and understanding, which allows them to make informed decisions regarding their care.
Family Medicine:  http://familydoctor.org/sports/handouts/home.html
Pediatric Medicine:  www.opvwonline.org
Dermatology:  www.aad.org
Diabetes:  http://www.diabetes.org
www.internationaldiabetes.org
American Medical Association:  Ledercorp Patient Instructions

Approved Patient Handouts to provide education to patients are listed below. If new education handouts are to be implemented they need to be approved by a faculty member.

http://www.ama-assn.org

Living Room Language

• Utilize » Use
• Adverse reaction » Side effect
• Hypoglycemia » Low sugar
• Oral » Mouth
• Topical » On the skin

Living Room Language?

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

(Diagnosis)  (Treatment)  (Context)

Be Clear with Words & Numbers

Words with multiple meanings: stool, dressing, gait, diet, etc.
No Acronyms (or explain):  HDL, CAT, MRI, PCI, MI
Put health measurements in a context (their # & then healthy #)
Idioms may not work (Are you sad? vs. Are you feeling blue?)
Meanings vary by language (Once means 11 in Spanish)

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Center for Family Medicine Approved Websites

Do you have any questions?

What questions do you have for me today?

X
Take two tablets by mouth twice daily.
Humibid LA     600MG
1 refill

Take 2 pills by mouth at 8 am and 2 pills at 6 pm.
Humibid LA     600MG
1 refill


Do you understand?

Teach-Back . . .

• NOT a test of the patient, but of how well you explained a concept.
• Ask patients to repeat in their own words what they need to know or do, in a non-shaming way.
• A chance to check for understanding and, if necessary, re-teach the information
8 Most Common Patient Education Mistakes

1. Make assumptions.
2. Teach before you know **who you are teaching**.
3. Talk, talk, talk.
4. Lecture.

5. Don’t let the learner interrupt you.
7. Ignore or make light of the learner’s concerns.
8. Teach when the problem isn’t a lack of information.

https://www.youtube.com/watch?v=qLlSVPGP8fY