



 *Dedication* beyond measure.

Effective Health Communication at UVa Health System 2014




*I hear and I forget;
I see and I remember;
I do and I understand
- Chinese Proverb*

- Cindy Westley RN, CNL – Epic Nursing Informatics
- Kelly Near MSN, WHNP-BC, MLS–Health Sciences Library

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Communication with diverse populations




DO YOU SPEAK TEEN?

At the end of this session you will be able to:

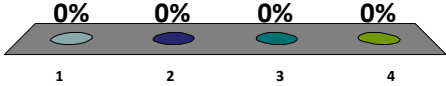
- Identify barriers and strategies to effective health communication, including health literacy and culture
- Apply evidence based strategies for advancing effective communication and cultural competence
- Identify how appropriate patient education is provided and documented at UVAHS

Translation: Many parents don't believe there is a generation disconnect between them and their teen.


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Which of the following statements about culture is NOT true?

1. A person's culture can affect how symptoms and concerns about a health problem are expressed.
2. Culture is different for each individual patient and provider.
3. Characteristics such as age and gender can affect a person's culture.
4. A person's culture remains the same throughout his or her lifetime.

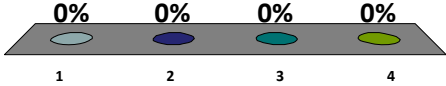


Option	Percentage
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4	0%

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Which of the following statements about health communication is NOT true?

1. A. Effective health communication can help address health disparities.
2. B. Health literacy is a common communication barrier.
3. C. Ensuring effective health communication is only the responsibility of providers.
4. D. Patients differ in the way they express pain or emotions

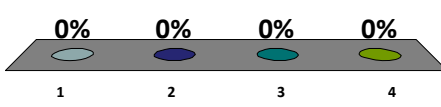


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Teachback is?

1. 1. A method of assessing a patient's reading level
2. 2. A framework for culturally relevant interviewing
3. 3. A technique demonstrating what a learner understands, in his/her own words
4. 4. Adult learning theory related to patient education documentation

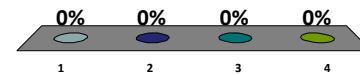


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Admission and Discharge are key times for patient and family education. One topic discussed is advance directives. An advance directive is?

1. 1. An adult's wishes for future medical care
2. 2. Identification of Care Partners
3. 3. Assessment of Capacity
4. 4. The final note written in as a result of an Ethics Consult

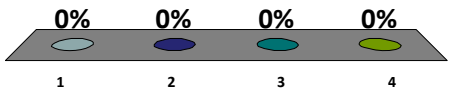


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Topics which require specific documentation include?

1. A. None – we document teaching with other care provided
2. B. Isolation, fall prevention, surgery safety
3. C. Age and gender of learner
4. D. Internet search results



Topic	Percentage
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2	0%
3	0%
4	0%

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Goals of Patient & Family Education

- To support patients, families and/or caregivers in making informed decisions about health and care;
- To prepare patients and families for surgical, medical and diagnostic procedures;
- To help patients, families and caregivers manage diseases and conditions by developing self-care skills, recognizing and addressing problems, and getting answers to health-related questions

UVa Policy Number 269


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What is Diversity? Why is valuing diversity important in healthcare?

- Culture refers to the values, beliefs, and behaviors of individuals and groups.
- Knowledge of cultural diversity is important because of its influence on health outcomes.
- Culture affects how patients perceive the healthcare system.
- We strive to create an environment where we address each individual's needs in ways that have meaning to them.

Where to go to learn more:

- [Joint Commission Roadmap](#) –
- [Implicit bias](#)
- [ANA Diversity Awareness Project](#)
- [Health Sciences Library](#) – *Culture, Communication & Ethics How to Call*

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Teaching is the CORE of Care

- Take advantage of any “teachable” moment (Informal teaching)
- Involve the patient’s family/friends and life experiences
- Not just about teaching “facts”, also new behaviors and skills
 - Help the learner believe it’s doable
- Teaching is individualized
- Four elements of effective health communication
 - Attention,
 - Comprehension,
 - Recall,
 - Adherence

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Health Literacy

An individual's ability to read, understand and use healthcare information to make decisions and follow instructions

- Includes: Words (prose), Numbers (numeracy) and Forms (documents)
- Impacts everyone – don't make assumptions related to grade level

Newest Vital Sign

- Showing an ice cream label and asking six questions for numeracy and literacy

Medlineplus.gov

- Consumer health information website

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Knowledge
Teach Back- Evaluation
Skills

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    graph TD
      A([NEW CONCEPT:  
Health Information,  
Advice, Instructions or  
Change in Management]) --> B[Explain / Demonstrate  
New Concept  
Patient Recalls and  
Comprehends/  
Demonstrates Mastery]
      B --> C[Assess Patient Recall &  
Comprehension  
Ask Patient to  
Demonstrate]
      C --> D[Clarify & Tailor  
Explanation]
      D --> E[Re-assess Recall &  
Comprehension  
Ask Patient to  
Demonstrate]
      E --> B
      B -.-> F([Adherence/  
Error Reduction])
  
```


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What are some key strategies to effective health communication?

- Have an awareness of one's own biases
- Find out what the patient already knows
 - Identify and prioritize learning needs
- Address any barriers or unique needs
 - Address confused looks, blank stares or other red flags
- Speak in concrete every day language, avoid jargon
 - Focus on a few key messages
 - Use pictures to support concepts
- Ensure information is understood - return demonstrate/explain
 - Encourage patient to ask questions
- Document – share with the rest of the team

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Teaching Topic Examples

- New diagnosis requiring Isolation
 - MRSA, VRE/LRE, CRE/KPC, C-diff
- Advance Directives
 - Patient's wishes for future medical care
 - State provides decision making hierarchy if no Advance Directive
 - Patient is decision maker if able
 - Durable DNR – out of hospital do not resuscitate order signed by patient/surrogate and MD

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Documentation

Learning Assessment includes: Cognitive = *Memory Loss, Development Delay, Learning Disability*

Barriers to Learning: None

Cognitive

Education/Literacy

Emotion/Motivation

Language/Culture

Sensory

Language Learner prefers: Emotion/Motivation = *Stress, Anxiety, Past Experience, Poor coping*

Sensory = *Poor Hearing, Vision, Medical Condition*

Teaching Documentation to include:


Who was **Taught**

Method of teaching

Response (evaluation of teaching): Understands/Demonstrates

Needs review/reinforcement No evidence of learning – plan:

Topic

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Questions/Stories/Case Review

People may not remember what you did or what you said, but they will always remember how you made them feel.

Next:

- Case 1 – 7 year old with Diabetes
- Case 2 – 80 year old with acute admission
- Case 3 – 21 year old with PICU admission (new MRSA)
- Case 4 – 49 year old with serious diagnosis

Teachback competency

