

Bull City Strong – Community Health Promoters Program
Text for September 20th Session
Health Literacy and Teach Back I

Slide 1:

- Title Slide - Bull City Strong – Community Health Promoters
- Session 8 – Health Literacy and Teach Back Method I
- Tuesday, September 20, 2022

Slide 2:

- *Let's review health Literacy and Why is it Important?*
 - Literacy is reading and writing
 - Individual health literacy - An individual's ability to find, understand and use health care information to take care of their health
 - Organizational health literacy - An organization's capacity to remove barriers to understanding and enable patients to find understand and use health care information with the skills they have
- *Individual Health Literacy – Why?*
 - Little background knowledge of medical topics and a clear understanding of the body
 - No previous exposure to the information—it's all new
 - Fears, pain, and stress related to being sick that make it harder to process information
 - Potential barriers of language, culture, poverty and literacy
 - Only about 12% of U.S. adults are highly skilled when it comes to health literacy
- *Organizational Health Literacy- why?*
 - Highly specialized medical knowledge
 - Ability to understand numerical ideas like risk
 - Ability to navigate complicated insurance plans
 - High level literacy skills
 - More “self-care” on the part of the patient
 - Health care systems are difficult for 88% of the people they serve

Slide 3:

- Youtube Video about Health Literacy - <https://www.youtube.com/watch?v=ubPkdpGHWAQ>

Slide 4:

- *National Health Literacy Data Map:*
 - Link to National Health Literacy Data Map - <http://healthliteracymap.unc.edu>

- Data map shows that North Carolina has many areas that have low health literacy

Slide 5:

- The map for Durham shows that this community also has low health literacy

Slide 6:

A person may have

- Little background knowledge of medical topics and a non-biomedical understanding of the body
- No previous exposure to the information—it's all new
- Fears, pain, and stress related to being sick that make it harder to process information
- Potential barriers of language, culture, poverty and literacy

Only about 12% of U.S. adults are highly skilled when it comes to health literacy.

Slide 7:

Health care organizations require

- Highly specialized medical knowledge
- Ability to understand numerical ideas like risk
- Ability to navigate complicated insurance plans
- High level literacy skills
- More “self-care” on the part of the patient

Slide 8:

What is the result? Low health literacy means that people are...

- less likely to...
 - understand how to manage their chronic conditions
 - ask questions
 - follow treatment plan
- more likely to...
 - delay getting care
 - make mistakes with medication
 - be hospitalized (twice as likely)
 - use emergency department

Slide 9:

CHWs are the meeting ground between health care systems and people who need to know how to take care of their own health!

Slide 10:

The Role of CHW's in health literacy

- Help translate medical information into language that the community understands
- Serve as interpreters
- Have a role in advocacy
- Connect to local resources

What else do you feel is the role of CHWs in health literacy?

Slide 11:

Teach back is...

- Asking community members
 - in a **non-shaming** way
 - to repeat **in their own words**
 - **specifically**

what they need to know or do

Slide 12:

Teach back steps

- To do so use the 5 T's: triage, tool, take responsibility, tell me, try again

Slide 13:

Triage

- Limit yourself to a specific topic
 - Explain just a part of a longer topic and then ask a teach back question
 - Explain using plain language

Tool

- Use tools (pencil and paper, models, reader-friendly print materials) to help explain and support learning

Slide 14:

Take Responsibility

- Take responsibility for the communication

Tell me

- Ask them to explain in their own words what they were told about...
- Was the tell me question specific?
- Was the tell me question in plain language?

Try again

- Explain and check again if the patient is unable to say the info clearly?

Slide 15:

Let's do an example!

Slide 16:

Homework:

- Think of real word examples that you could teach back (quick recipes, directions, basic health routines)
- Try making it around 5 steps
- At the next session, we'll continue with part 2 of teach back method