Can We Talk?
Utilizing your Patient Education Committee as the Vehicle for Sustaining Health Literacy Initiatives

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April 2011
North Shore-LIJ Health System

• 15 Hospitals / 4 Tertiary, 8 Community, Children, Psych

• More than 42,000 employees – the largest employer on Long Island, 9th largest in NYC, 2nd largest secular health system in U.S.

• Service area of 7 million people (across Long Island, Manhattan, Queens & Staten Island)

• Recipient of the National Quality Forum’s 2010 National Quality Healthcare Award

• Hofstra North-Shore-LIJ School of Medicine - June 2010

2010 Operating Statistics*:

• More than 7,500 physicians*
• More than 10,000 nurses*
• More than 3,200 volunteers
• More than 5,600 hospital and long-term care beds*
• 25,100 babies delivered
• 278,000 inpatients treated
• 135,500 ambulatory surgeries performed
• 616,000 emergency visits
• 825,000 home health visits

*Does not include affiliate organizations
*Preliminary statistics-March 2010
Service Area Demographics

Queens is one of the most ethnically diverse regions in the world, populated by residents who represent more than 100 nationalities and speak more than 170 languages.

Source: NYS Office of the State Comptroller; Thomson Reuters 2009
Race/Ethnicity Demographics
Report prepared by North Shore-LIJ Health System Office of Strategic Planning and Program Development/jic
Patient & Family Education Committee

- Background on committee
- Cyclical in nature
- “New” patient & family education committee
- Selecting committee members:
  - Roles and responsibilities
  - “Special” to belong
  - We had fun!
Patient & Family Education Committee

• The “Working Committee Meeting”:
  – What is it?
    • Every other meeting, scheduled in advance
    • Empowered and “gave permission”
    • Worked on projects for their unit or dept.
    • “Train-the-trainer”
Patient & Family Education Committee

- Lay Committee Members:
  - Defined the role of the lay members early on
  - Volunteers from our Auxiliary Dept.
    - Already vetted
    - Confidentiality and HIPAA
    - Review approved health information & comment
    - Bring back to next meeting and discuss
    - Feedback was very important
Written Material Development

• Developed a process and accountability.
  – identification of need
  – pt ed committee notified – assess if exists
  – primary writer or content expert – lead
    • determines the audience
    • how the material will be used
  – initial draft is written in a word document
– review and editing process goes back and forth until a “final draft” has been written

– review done for other “tenets” of health literacy (white space, font size, text justification, graphics, cultural appropriateness, etc.)

– upon completion of the “final draft”, readability statistics done

– formatted “final draft” is sent back to the primary author or content expert with the signature form
Patient & Family Education Committee

- **signatures**: primary author/content expert, MD, quality management, other experts also review and sign off when indicated

- **lay review**: sign off - comments to the pt ed committee

- final document is then reviewed by two independent committee members

- posted on intranet - a “new” symbol highlights for 3-5 days
Patient Education Link on HealthPort

The Patient Education link includes patient education materials from several service lines at North Shore University Hospital and the Health System. Here’s how to find the resource you need:

- Double click on HealthPort icon.
- Place cursor over QUICK LINKS, then move cursor down and click on Patient Education.

- Select the patient education material from the available service lines (listed alphabetically).
  - For Cardiac Services materials, choose facility first.
Patient & Family Education Committee

• Health Literacy & Clear Communication Workshop
  – Must attend within 1st year of membership
  – Workshop:

  • Overview of health literacy & low health literacy
  • Demographic – populations served
  • Oral communication – teach-back, practice with exercises
  • Written communication – practice development and reviewing materials
  • Environmental literacy – access and navigation
  • Show video clips
Interactive Activity

• Teach Your Neighbor Exercise
  – Educate about adult learning principles

• 7 Adult Learning Principles (1980)
  – Malcolm Knowles, professor & theorist
  – Guide of teaching techniques for adult learners
  – Understanding how adults learn best is a part of being an effective teacher
Health Literacy Visiting Professorship

• Organizational Priority
  – 3-day professorship
  – Walking tour – assess health literacy environment
  – Presentations:
    • Administrators – business case, quality, patient safety, patient outcomes, patient satisfaction
    • Staff – our patients, can’t tell by looking, teach-back and show-me
    • Community – enhance your pt-provider visit
Administrators Focus: Business Case

Improved Health Literacy will:

• Strengthen our mission
• Enhance patient and family-centered care
• Support patient decision-making
• Enhance patient satisfaction
• Help reduce avoidable health care costs
• Enhance patient safety and improve quality of care
• Result in better health outcomes
• Decrease health care inequities
• Improved quality of life
Staff Focus:

• “Can’t tell by looking”
• Teach-Back and Show-me
• Encourage questions-
  – “What questions do you have?”
• Time to listen, dignity and respect
• Stigma and shame

Video Clip
Community Focus:

- Patient role:
  - prepare for visit, write questions down
  - Allow time to complete forms
  - Ask for help with forms
  - “Ask Me 3™”
  - “partnership” – “guest”
  - empower
Walking Tour:

• Identify potential literacy barriers:
  – Welcoming Environment
  – Way finding
    • Information desk?
    • Maps?
  – Signage
    • Entrance to building
    • Layout and languages?
    • Everyday words?
    • Consistent wording?
    • Placement?
Health Literacy – Healthcare System

Affects a person’s ability to access & navigate the healthcare system.
Health Literacy – Healthcare System

Reference: NYT - November 20, 2009
Health Literacy Month Celebration

The Patient Education Committee celebrates …

Health Literacy Month
October 1 – 31

Thursday, October 1st, 2009

Monti Fishbowl (1st Floor, Monti Lobby)
7:00 am – 9:00 am
11:00 am – 1:00 pm

Health Literacy Games
Free Give Aways
Poster Boards
Health Literacy Video
Patient Education Handouts
Patient Education Website

Health Literacy is “the ability to read, understand and act on health information.”

Stop by to learn more about health literacy and clear communication.

Enter Raffle for an iPod!
Take the Health Literacy Quiz on HealthPort in the “What’s New” section, during October to be entered into the drawing.

For more information, contact Fallon Edwards at ext. 2045,
Sarah Siemers at ext. 8410 or Terri Purnell at ext. 1471.

*Source: National Patient Safety Foundation
Interactive Activity

“Tip of the Month”:

• Purpose
• Development and distribution
• Expectations

Activity: Let’s develop a “tip of the month”.
Health Literacy Tip of the Month

Patient Education Tip

Strategies to Enhance Health Literacy

- Create a shame-free environment
  - Attitude of helpfulness, caring and respect
  - Easy to follow instructions for tests and appointments
- Simple telephone processes
- Assistance provided confidentially

- Create and use patient-friendly materials
  - Patient Education website on HealthPort - under Quick Links
- Improve communication with patients
  - Use “Teach-back” and “Show-me”

Can We Talk?...

January 2011

What is health literacy?
- “The degree to which individuals have the capacity, to obtain, process, and understand basic health information and services needed to make appropriate health decisions.”
  (Healthy People 2010, U.S. Dept of Health & Human Services)
- “Health literacy happens when patients, or anyone on the receiving end of health communication, and providers, anyone on the giving end of health communication, truly understand one another.”
  (Rima Rudd Sc.D., Sr. Lecturer, Harvard School of Public Health)

Why is health literacy important?
- Nearly nine out of ten adults may lack the skills needed to manage their health and prevent disease.
- Low literacy has been linked to poor health outcomes such as higher rates of hospitalization and less frequent use of preventive services.

What can I do?
- Identify and address patient communication needs.
- Use plain language instead of medical jargon.
- Ask patients to “teach back” the information you give them, where they repeat key points and instructions in their own words.

Office of Diversity, Inclusion & Health Literacy
If you have questions or comments, please call 516-396-6373.
“Can We Talk?” and Teach-Back

Welcome to North Shore University Hospital.

We realize that you meet many staff members while you are a patient in the hospital. We want you to know who is in charge of your care, so you can ask any questions you may have. Clear communication helps both you and the staff that are caring for you.

- We hope this information will help you feel more comfortable when asking questions.
- We want to be sure you understand.

Please feel free to speak to any member of your healthcare team. We are here to help in any way we can.

Which doctor is in charge of your care?
We want you to know which doctor is in charge of your care. Each discussion about your plan of care depends upon clear communication.

Clear communication helps when you are:
- making an appointment
- describing how you are feeling
- learning about your discharge instructions

We want you to know:
- the name of the doctor in charge of your care
- how to contact the doctor in charge of your care

It is also important that you:
- are kept informed of your tests and progress
- feel comfortable speaking to your doctor
- feel comfortable asking questions

“Teach-Back”

“Teach-back” is when you are asked to explain in your own words the information that you have been given.

“Teach-back” will help the staff know if they were clear enough. Please don’t worry. If you are not able to “teach-back” the information correctly, the staff will explain it in another way.

We want to help you understand your health condition and follow instructions. We can do this by explaining your plan of care in clear, simple language. Your doctor or nurse may ask you to “teach-back” the information they have explained.

While you are a patient at North Shore University Hospital, it is important that you feel comfortable speaking with us about your health. We want you to know that you are an important part of our team. Each clear conversation we have about your plan of care will help us to help you.

We hope this information is helpful to you. Please feel free to speak to the nurse manager if you have any questions.

North Shore University Hospital
300 Community Drive
Manhasset, NY 11030
(516) 562-0100
www.northshorelij.com
National Patient Safety Week

Can We Talk?

... about Clear Health Communication

- Clear health communication is the cornerstone of patient safety and fundamental to quality of care.
- All staff play a role in enhancing clear communication and patient safety.
- A safer healthcare environment is one in which a patient:
  - knows what to do
  - understands the health event
  - can make informed decisions

What Can We Do?

- Make effective communication a priority to protect the safety of our patients.
- Create a shame-free environment.
- Use “Teach-Back” and “Show-Me” when educating patients.
- Create and use patient friendly written materials.
- Address patients’ communication needs across the continuum of care.

Sources: AMA, 2007; Partnership for Clear Health Communication
Interactive Activity

“Patient Safety Rounds”:

• Purpose & expectations
• Occurs weekly
• Across entire organization & Health System
• Teams
• Education
• Data

Activity: Let’s develop a patient safety job aide.
Patient Safety Rounds
Can We Talk? ...about Clear Health Communication
10.22.2010

<table>
<thead>
<tr>
<th>Aim: To enhance staff knowledge regarding the importance of clear health communication between patients and providers.</th>
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<tbody>
<tr>
<td>Clear health communication between patients and their providers help both in executing the proper plan of care.</td>
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<tr>
<td>All staff play a role in enhancing clear communication and patient safety.</td>
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<tr>
<td>A safe environment is one in which a patient:</td>
</tr>
<tr>
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<td>□ Can make informed decisions</td>
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<tr>
<th>What Staff Need to Know and Do:</th>
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<tbody>
<tr>
<td>Make <strong>effective communication</strong> a priority to protect the safety of our patients.</td>
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<tr>
<td>Create a <strong>shame-free</strong> teaching/learning environment and use plain language.</td>
</tr>
<tr>
<td>Create and use <strong>patient friendly written materials</strong>.</td>
</tr>
<tr>
<td>Use “Teach-Back” and “Show-Me” when educating patients.</td>
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<tr>
<td>Address patients’ communication needs across the continuum of care.</td>
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<tr>
<td>NSUH Patient &amp; Family Education Committee has developed a review process for the development and maintenance of patient education materials.</td>
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<tr>
<td>Patient Education materials are located on the Patient Education Website. Currently there are 178 patient education materials on the website.</td>
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<th>References:</th>
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<tbody>
<tr>
<td>Patient Education Website</td>
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<td><a href="https://nshlihp.northshorelij.com/NSUH/education/Pages/PatientEducation.aspx">https://nshlihp.northshorelij.com/NSUH/education/Pages/PatientEducation.aspx</a></td>
</tr>
<tr>
<td>American Medical Association, 2007</td>
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<tr>
<td>Partnership for Clear Health Communication</td>
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<tr>
<td>The Joint Commission – <a href="http://www.jointcommission.org">www.jointcommission.org</a></td>
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Patient Safety Rounds – Can we Talk?..about Clear Health Communication

<table>
<thead>
<tr>
<th>Questions</th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>Can staff describe a situation when they used “Teach-Back” and “Show Me” when educating a patient?</td>
<td></td>
<td></td>
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<tr>
<td>Ask staff to demonstrate where they would find patient education materials?</td>
<td></td>
<td></td>
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<tr>
<td>(Answer: HealthPort, Quick Links, Patient Education)</td>
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To enhance our culture of Patient Safety, please remember to submit Good Catches to goodcatch@nshs.edu. All staff that submit will be acknowledged. Thank you for your continued efforts in helping to enhance Patient Safety.

Good catch forms are available on HealthPort's Forms on Demand – send to QM.

Home > NSLIJ > Policies > North Shore University Hospital > Forms On Demand > Good Catch

Are there any safety issues that you would like to discuss? Refer to
Infection control
Administration
Engineering
Laboratory
Environmental
Emergency Department
Materials Management
Patient Care Services
Radiology
Food and Nutrition
Pharmacy
Respiratory Therapy
Physical therapy
Human resources
KBC
Transport
Security
Other

Kindly return completed form to administration by the end of the day.
Marketing and Public Relations

Always sending “tidbits” I come across as a “teachable moments”:

• Media:
  – “Hospitals are sued by seven foot doctors.”

• Research:
  – “New study for obesity looks for larger test group.”

SURGICAL TREATMENT OF
Hyperhidrosis
Excessive Sweating
Nursing Recognition

• Clinical Ladder
Institutional Review Board - IRB

- Committee Member
  - Review of submitted research protocols
  - Focus on informed consents
    - Templates
    - PI Projects
      - before and after consents with lay reviewers
Summary

• Patient Education Committee
  – engage, educate and excite champions
  – vehicle for consistent messaging
  – increase awareness & educate all
  – hard-wire health literacy throughout organization
  – enhanced the culture of quality & safety
  – providers recognized the link between health literacy, effective communication and patient safety

• New opportunities
Office of Diversity, Inclusion & Health Literacy

Our Mission & Vision

Our Mission: To promote, sustain & advance an environment that supports principles of equity, diversity, inclusion, health literacy and community.

Our Vision: To build a community of excellence where the affirmation of differences is clearly seen in the composition of North Shore-LIJ leadership, faculty, staff and students, reinforced through its policies, practices and organizational structure, and woven into the fabric of its interpersonal relationships.
Thank you!

Contact Information:

Terri Ann Parnell DNP, RN
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Office of Diversity, Inclusion and Health Literacy

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