

Health Literacy in Scotland

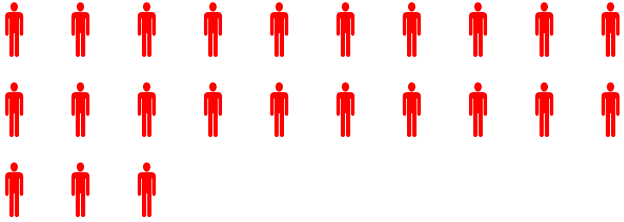
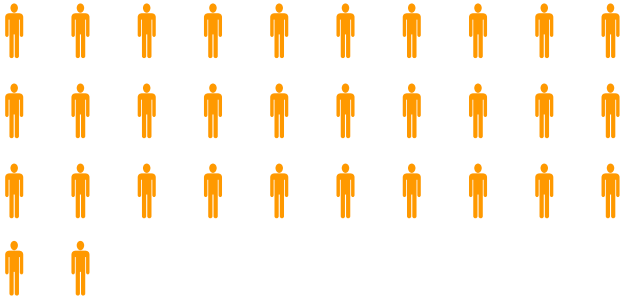

National Demonstration Programme

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Literacy levels per 100 adults in Scotland (IALS)

	<p>Very poor skills. May not be able to determine the amount of medicine to take</p>
	<p>Weak skills. Can only deal with well laid out simple material and tasks that are not complex</p>
	<p>Skills at or above level required for coping with demands of everyday life</p>

Survey findings



- ❑ 43% English working age adults were unable to understand instructions to calculate a childhood paracetamol dose
- ❑ 49% did not have the ability to understand the instructions for using the National Bowel Cancer Screening kit

You can't always tell

- 36% of patients that resident physicians did not think had literacy problems could not read 6 out of 8 common medical words

(Bass et al. Acad Med 2002, 77(10):1039-1041)

- Of 58 patients with low literacy, two thirds had not revealed the problem to their spouses and one in five had revealed it to no one

(Parikh NS et al. Patient Educ Couns 1996, 27(1):33-39)

"They [healthcare staff] judge people on your appearance and what you give them. On the appearance, fine, on my speech, fine. When they look at a paper, they must think, 'God she'ssee that, she's like that, wouldn't have expected that of her.'"

(Barbara, female, 50s)

Low functional or health literacy may impact on ..

- Access to and engagement with health services
- **Interactions with healthcare professionals**
- Self management of health conditions



Easton P, Entwistle V, Williams B. BMC Health Services Research 2013, 13:319

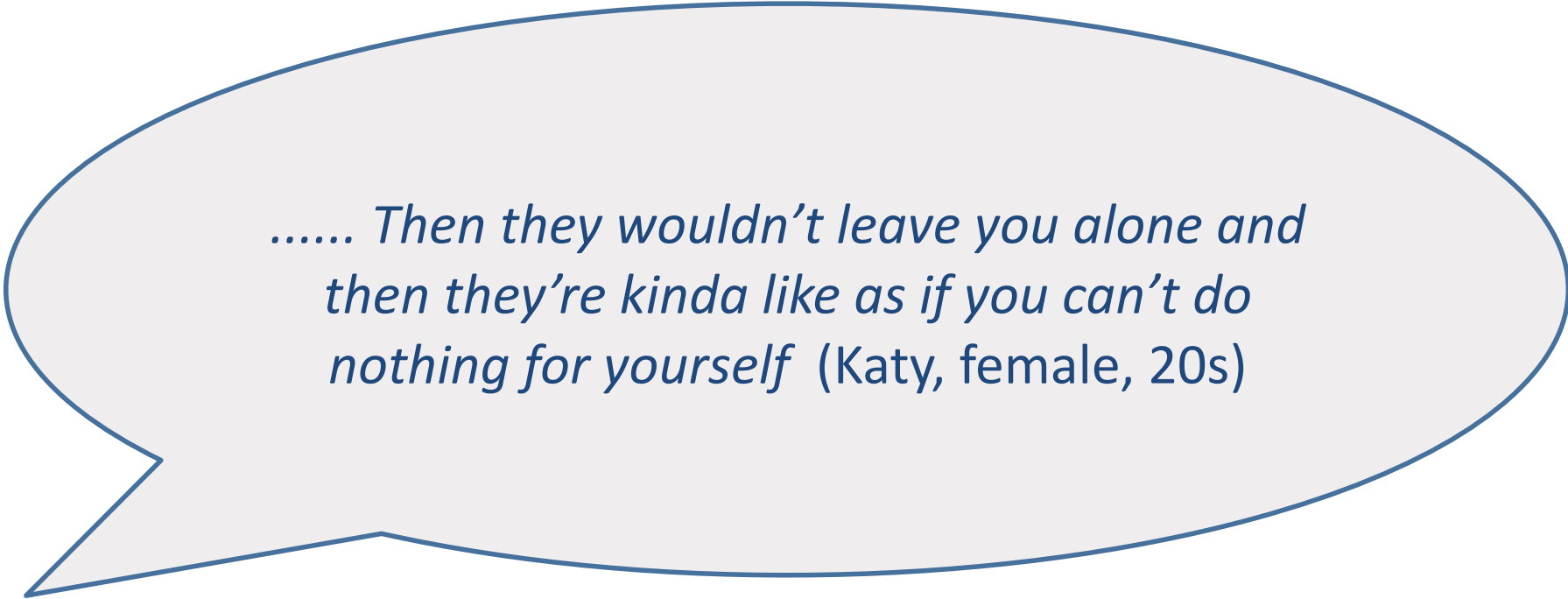
<http://www.biomedcentral.com/1472-6963/13/319>

Felt stigma – limiting participation in clinical consultation

*... If you're nervous and you're pulling back then you're just going to finish it [the consultation] as quick as you can, short answers, just get out. 'I don't know,' or 'Yeah,' 'No,' where you wouldn't say, 'Well, actually.....' and be more explicit, you wouldn't do that. Well, I wouldn't. I'd want out
(Barbara, female, 50s)*

Felt stigma – compromising relationships with healthcare staff

Participants anticipated that disclosure would not change clinical treatment **but** .. staff would judge them, be patronising, think badly of them, look down on them



..... Then they wouldn't leave you alone and then they're kinda like as if you can't do nothing for yourself (Katy, female, 20s)

Setting the scene for shared decision making?

Research participants reported:

- ❑ Hiding literacy problems
- ❑ Feigning understanding
- ❑ Not asking questions
- ❑ Not asking for help

The hidden population

... you're saying 'Could you show me, cos I'm not too sure' and they go 'Oh we've already gave you a leaflet' you're not going to turn round and say 'Well I've got dyslexia' because they're moanin' already
(Katy, female, 20s)

When I had [daughter] I had to fill out the sheets, like when she had a wet nappy and stuff, that was quite hard and I never told anyone, but I did find it quite hard. I just had to get my sister to help us with it. I found it really hard, like reading stuff and that.
(Carol, female, 20s)



Q. How do you improve people's computer literacy?



<http://www.healthliteracyplace.org.uk/>

Welcome to the Health Literacy Place



Click the image to watch our introduction to Health Literacy

Health literacy is about people having enough knowledge, understanding, skills and confidence to use health

Quick Start



Click image to access the National Health Literacy Action Plan

Demonstration Programme objectives

- To improve people's confidence, knowledge, understanding and skills to access support, collaborate with their professionals and self manage at home after leaving hospital
- To improve people's confidence, knowledge understanding and skills in accessing their out patient appointments, collaborating and sharing decisions with their healthcare professionals and safeguarding their safety and ability to self manage



Health Literacy Walkthrough: Paediatric Neurology

HOSPITAL DIRECTORY

SOUTH BLOCK	Main Ward Block	West Ward Block	Outpatients 1, 2	Outpatients 3, 4, 5, 6, 6A
LEVEL 7 (this level) Breast Screening/Imaging Department Sexual Health Clinic Social Work Department The Health Shop (Concourse Block) Spiritual Care Centre	Wards 1 - 12 16 - 19 Ward 4 Acute Medical Unit (formerly Wards 14/15) Ward 20 (Intensive Care Unit) Ward 21 (Coronary Care Unit) Ward 22 (Renal Dialysis Unit) Vascular Laboratory	Wards 24 - 27 Wards 29 - 30 (Tayside Children's Hospital) Wards 31 - 32 Children's Outpatient Dept. Neonatal Unit (Ward 40)	Outpatient Clinic 1 Outpatient Clinic 2 Ward 34 (Edy's Fosters Area): (Haemophilia Services) Dept of Obstetric / Gynaecology Ultrasound Dundee Midwifery Unit Midwifery Division Nursing Administration Labour Suite	LEVEL 6 Clinical Radiology Dept (X-Ray, C.T., M.R.I., Ultrasound) Early Pregnancy Assessment Clinic
LEVEL 6 Clinical Neurophysiology (EEG/EMG) Psychiatric Outpatients Clinic Neurology Ward 23(a) Neurosurgery Ward 23(b) Advanced Intervention Service Clinical Psychology	Cardiology G. I. Motility Short Stay Medicine Unit Endoscopy unit Department of Clinical Pharmacology Waiting List Admissions Office	Maternal & Child Health Sciences Oral & Maxillofacial Laboratory Oral and Maxillofacial Surgery Radiotherapy Department The Princess Alexandra Centre Hyperbaric Medicine Unit Maggie's Centre <small>(Maggie's 1520, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40)</small> WARD 25	Gynaecology Assessment Unit Diabetes Centre Ward 33 Acute Stroke Unit Ward 33 Infusion Suite Ward 35 (Assisted Conception Unit) Ward 36 (Gynaecology) Wards 37 & 38	LEVEL 7 Outpatient Clinic 3 3A 3B Outpatient Clinic 4 Outpatient Clinic 5 5A Outpatient Clinic 6 & 6A Eye Clinic
LEVEL 5 Professional School to Medicine Occupational Therapy Physiotherapy Speech and Language Therapy Nutrition & Dietetics Sports Injuries Clinic Plastic Surgery Day Case Area	East Block Pulmonary Function Laboratory Infection Ward (Ward 42) Bronchoscopy Suite Chest Clinic Infection Clinic A.R.R.C. Centre			LEVEL 8 Blood Donor Centre Photobiology / Dermatology



Health literacy issues raised by parents of children accessing care in paediatrics

- *“Not a big fan of reading”*
- Depends on listening to doctor
- Gets information spoken by family members with experience of condition
- Mother doesn't read information, daughter does
- Would like to bring someone along with them
- Would like to bring recording device
- Summary of visit would be helpful

Teach-back is...

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

Asking for a Teach-back - Examples

Ask patients to demonstrate understanding, *using their own words*:

- ❑ “I want to be sure I explained everything clearly. Can you please explain it back to me so I can be sure I did?”
- ❑ “What will you tell your husband about the changes we made to your blood pressure medicines today?”
- ❑ “We’ve gone over a lot of information, a lot of things you can do to get more exercise in your day. In your own words, please go over what we talked about. How will you make it work at home?”

Feedback from healthcare staff

“Yes, I think it [Teach-back] worked quite well when I had explained something to a couple and then I asked the woman to make sure I feel confident that I have explained that well”

“Sometimes it’s difficult to get into the Teach-back conversation”

“Would be useful to practise the Teach-back technique at training sessions”

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Contact details



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