

Title:

Leaders in Patient Education: Health Literacy Knowledge and Experience Unlocks the Door to Effective Patient Education

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Session Title:

Rising Stars of Nursing Invited Posters - Group 1

Slot (superslotted):

RSG STR 1: Thursday, September 25, 2014: 9:45 AM-10:30 AM

Slot (superslotted):

RSG STR 1: Thursday, September 25, 2014: 2:30 PM-3:15 PM

Keywords:

health literacy, nursing and patient education

References:

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Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT	TIME ALLOTTED	FACULTY/SPEAKER	TEACHING/LEARNING METHOD	EVALUATION/FEEDBACK
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	OUTLINE				
Example	Example	Example	Example	Example	Example
Critique selected definition of the term, "curriculum"	<p>Definitions of "curriculum"</p> <p>Course of study</p> <p>Arrangements of instructional materials</p> <p>The subject matter that is taught</p> <p>Cultural "training"</p> <p>Planned engagement of learners</p>	20 minutes	Name, Credentials	<p>Lecture</p> <p>PowerPoint presentation</p> <p>Participant feedback</p>	Group discussion: What does cultural training mean to you?
Nursing delegates will take the lead in patient education by becoming knowledgeable about aspects of health literacy that affect their practice.	<p>Participants will discuss definition of health literacy and the impact it has on healthcare and patient comes today.</p> <p>Facts about prevalence</p>	5-7 minutes	Deborah Kennard, MSN, RN	Discussion Poster presentation	Participant discussion: How does health literacy affect your practice?

	<p>e of limited health literacy in vulnerable populations as well as the affect on health care costs will also be discussed .</p> <p>Examples shared by both presenter and audience.</p>				
<p>Nursing delegates will take the lead in patient education by becoming experienced in using health literacy strategies to enhance patient teaching.</p>	<p>Discussion of relevant best teaching methods to enhance patient learning. Discussion of how these adapted teaching methods can be incorporated into nurses' practice.</p>	<p>5-7 minutes</p>	<p>Deborah Kennard, MSN, RN</p>	<p>Discussion poster presentation.</p>	<p>Participant discussion: What strategies do you use in patient teaching?</p> <p>Participant discussion: What strategies will you now use to become more effective in patient education?</p>

Abstract Text:

Nurses take the lead in patient education over all other healthcare professionals yet a review of the literature indicates nurses have little knowledge about the effect of health literacy on patient education. The **purpose** of this review was to examine nurses' knowledge and experience with health literacy. Health literacy is the ability to understand health information and maneuver within the health system and is critical to patient outcomes. Approximately 88% of the adult population has limited health literacy (HHS, 2010) and this problem results in an estimated \$238 billion dollars in healthcare costs (Vernon, Trujillo, Rosenbaum & DeBuono, 2007). The enormity of the problems related to limited health literacy makes the connection to nursing of utmost importance. A **systematic search for evidence** regarding nurses' knowledge of health literacy as well as their experience with health literacy revealed few studies demonstrating the connection. Nurses appear to be unaware of risk factors, assessment tools and best teaching methods for those with limited health literacy. Jukkala, Deupree and Graham (2009) as well as Schwartzberg, Cowett, Van Geest and Wolf (2007) examined health literacy knowledge among several healthcare professionals including nursing. Cormier and Kotrlik's (2007) survey measured baccalaureate nursing student's health literacy knowledge and experience. Torres (2014) used the same tool to look at associate degree nursing student's health literacy knowledge. The tool was used once again by Knight (2011) to measure Registered Nurses knowledge and experience of health literacy in Georgia. Cafiero (2013) measured health literacy knowledge and experience as well as intention to use health literacy strategies in a population of nurse practitioners. Sand-Jecklin, Murray, Summers and Watson (2010) and McCleary-Jones (2012) conducted pre and post tests of health literacy knowledge in nursing students to assess the benefits of a health literacy education session. Scheckel, Emery and Nosek (2010) used interpretive phenomenology to examine a purposive sample of nursing students' health literacy experiences. Although the participants in several studies were nursing students, the results are indicative of their health literacy knowledge and experience at the beginning of their nursing careers. The **results** revealed knowledge gaps in many areas of health literacy such as identifying high risk groups of low health literacy, use of screening tools and assessment of written patient literature. Several studies focusing on nursing students' found their health literacy knowledge to have some gaps but was adequate overall (Cormier & Kotrlik, 2009; Cafiero, 2013; Knight, 2011; McCleary-Jones, 2012; Sand-Jecklin, Murray, Summers & Watson, 2010; Scheckel, Emery & Nosek, 2010; & Torres and Nichols, 2014). However, results from health literacy studies looking at large groups of healthcare professionals revealed nurses were the group with the least knowledge in health literacy (Jukkala, Deupree and Graham, 2009; Schwartzberg, Cowett, VanGeest & Wolf, 2007). It is **recommended** that nurses take the lead in becoming knowledgeable about health literacy. Nursing school curricula should be examined to include the needed background of health literacy for the education of nursing students. Future research should focus on specific areas of nursing where knowledge and experience in health literacy is especially important but may be lacking. There is also an apparent need to provide nurses with knowledge about health literacy assessment tools and modified patient teaching methods to prepare nurses for their role as leaders in patient education.