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Effectiveness of an Interprofessional Education Curriculum to Teach Health Literacy Best Practices at an Academic Medical University

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1

The Quadruple Aim Framework^{1,2}

Reducing Costs

- Productivity
- Sustainability
- Cost effective
- Comparatively effective

Population Health

- Risk management through pooling
- Preventive care
- Socio-economically impactful

Patient Experience

- Patient satisfaction
- Outcomes
- Quality
- Safety

Provider Experience

- Provider satisfaction
- Work/Life Balance
- Workflow optimization

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2

Personal health literacy

The degree to which individuals have the ability to **find, understand,** and **use** information and services to inform health-related decisions and actions for themselves and others.³

Organizational health literacy

The degree to which organizations **equitably enable** individuals to find, understand, and use information and services to inform health-related decisions and actions for themselves and others.³

- Less than half of family medicine residencies teach health literacy skills⁴
- Many best practices for effective communication with low health literacy patients are not routinely used by physicians⁵
- Education and practice gaps in health literacy exists among nursing, pharmacists, physicians, and other health care professionals.^{6,7}



3

Interprofessional Education (IPE)

“Interprofessional education occurs when students from two or more professions learn **about, from, and with** each other to enable effective collaboration and improve health outcomes.

Once students understand how to work interprofessionally, they are ready to enter the workplace as a member of the collaborative practice team. This is a key step in moving health systems from fragmentation to a position of strength.”⁸



4

IPE Core Competencies⁹

Values & Ethics for Interprofessional Practice

Work with individuals of other professions to maintain a climate of mutual respect and shared values.

Roles & Responsibilities

Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.

Interprofessional (Effective) Communication

Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.

Teams and Teamwork

Apply relationship-building values and the principles of team dynamic to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.

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5

Interprofessional Education (IPE) and Health Literacy at UAMS

- 2014 UAMS Center for Health Literacy established
- 2015 UAMS IPE launched
 - UAMS IPE curriculum was developed in collaboration with Centre for Interprofessional Education-University of Toronto/Interprofessional Education Collaborative (IPEC)⁹
 - Campus-wide IPE graduation requirement
 - Included health literacy from the onset

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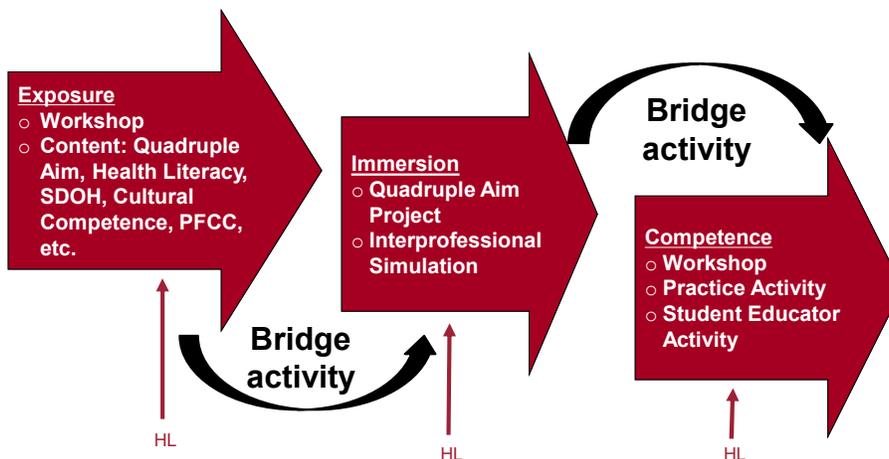
6

Health Literacy Competencies¹⁰

Mean Rank Order	Group 1 Health Literacy Practice
1	Routinely uses a “teach back” or “show me” technique to check for understanding and correct misunderstandings in a variety of health care settings, including during the informed consent process
2	Consistently avoids using medical “jargon” in oral and written communication with patients, and defines unavoidable jargon in lay terms
3	Consistently elicits questions from patients through a “patient-centered” approach (e.g., “what questions do you have?”, rather than “do you have any questions?”)
4	Consistently uses a “universal precautions” approach to oral and written communication with patients
5	Routinely recommends the use of professional medical interpreter services for patients whose preferred language is other than English
6	Consistently negotiates a mutual agenda with patients at the outset of encounters
7	Routinely emphasizes one to three “need-to-know” or “need-to-do” concepts during a given patient encounter
8	Consistently elicits the full list of patient concerns at the outset of encounters

7

IPE Curriculum



Since the spring of 2015 IPE is a campus-wide graduation requirement.

8

Exposure

Objectives:

- Relate health communication to personal and professional goals
- Recognize ways in which health literacy skills are influenced by context
- Identify jargon

Format: Pre-recorded video, facilitated case discussion, required workshop for all new learners

9

Immersion

Quadruple Aim Proposal

Objectives:

- Explore components of the Quadruple Aim in relation to clear health communication
- Conceptualize an interdisciplinary programmatic proposal to address a specific problem statement
 - Health literacy month campaign
 - Reduce barriers to the use of digital health resources
 - Medication adherence

Format: Brief introduction, team-based proposal development with subject matter experts and group facilitators

10

Immersion: Quadruple Aim Proposal Requirements



Objectives



Rationale and background



Project activities and logistics



Roles and responsibilities



Significance and impact

11

Competence

Objectives:

- Apply competencies for the 4 domains of Interprofessional Education and Collaborative Practice.⁸
- Review the 4 components of the Quadruple Aim and describe relationship between clear health communication and the Quadruple Aim.
- Describe interprofessional roles in communicating health information to patients and the public.
- Identify barriers to effective communication across health disciplines.
- List and explain features of written materials that make them readable, understandable, and actionable.

12

Competence

Format: Brief review of Quadruple Aim, plain language mini-lecture, team discussion and document assessment



13

Results

- Exposure (N=677): 84% rate communications section “Excellent”
 - Over 60% improvement in universal precautions knowledge question
- Immersion (N=111): More than half would want to work on the project they proposed if it were funded
- Competence (N=87): 44% increase in agreement with “Promoting effective communication among interprofessional team members (including patients and their families) is important”

14

Next steps

- Analyze evaluation data from most recent events
- Update cases and materials to reflect most current needs and priorities
- Enhance inclusion of health literacy competencies in interprofessional simulation learning to allow more application with feedback
- Expand to include other partner institutions

Acknowledgments



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17

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18

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