

## Innovation & Discussion: Presentation Abstract

Theme: Advancing Your SPs

Title: Defining and Utilizing Health Literacy in SP Portrayal

**Introduction:** Deficiency in health literacy is a common problem in the US. In order to set up healthcare learners for success, SP Educators must first pay attention to a patient's level of health literacy. When training SPs for simulations, we need to address the patient's health literacy level in case development and during SP training.

**Description:** Health literacy is defined as the degree to which individuals have the capacity to obtain, communicate, process, and understand basic health information and services needed to make appropriate health decisions (Patient Protection and Affordable Care Act, 2010). By understanding a patient's health literacy, SPs and trainers have a clearer guide for the way a patient communicates with a healthcare provider. For more advanced SPs, this becomes a useful tool to guide SPs in choosing language and probing the provider for clarity around medical language and treatment/plan instructions.

**Discussion:** When considering health literacy for standardized patient cases, not only should the patient's education level be considered, but the patient's experience with the health care system. SPs must recognize the differences in the way that they speak with their own healthcare providers and the information that they understand, in contrast to that of the patients they are portraying. As SP educators, we can share tips and tools – from videos to articles on health literacy – as well as including the patient's health literacy level in the case and during discussions throughout training.

**Conclusion:** By giving careful consideration to a patient's health literacy when writing a case and throughout SP training, learners will have a more authentic experience of the simulated patient's health literacy level. By beginning to include health literacy information in cases and when training SPs, we will continue to broaden the understanding of health literacy's impact on patient care and affect change in the way healthcare providers address it through simulation experiences.

Planned Format:

5 min Defining Health Literacy and How It Impacts the Patient Experience

10 min Presentation: Initial Implications of Health Literacy in SP Training

10 min Discussion: Further ways health literacy affects SP Training

10 min Presentation: Training Tools, Case Development Additions, and a Short Video

15 min Discussion: How to utilize these tools in SP training and case development? Other tools used or imagined in SP training?

10 min Questions

References:

1. Leslie, C., Smith, D., & Nicholas, P. (2019). Health Literacy Understanding of Early Intervention Providers: A Scoping Review. *The Journal for Nurse Practitioners*, (15)9: 640-648.
2. Lewis, K., Bohnert, C., Gammon, W., Holzer, H., Lyman, L., Smith, C., Thompson, T., Wallace, A., & Gliva-McConvey, G. (2017). The Association of Standardized Patient Educators (ASPE) Standards of Best Practice (SOBP). *Advances in Simulation*, 2(1): 10.

3. Liberman, J., Shenoy, A., Sullenberger, L., Abshire, G., & Owens, B. (2016). Virginia Mason Medical Center, Seattle, WA; The “Silent” Disparity – Health Literacy: Enhancing Provider Awareness. *Oschner Journal*, 16 (Spec AIAMC Iss): 47-48.
4. Weekes, C. & Phillips, T. (2015). A mile in my patients’ shoes: a health literacy simulation for baccalaureate nursing students. *Clinical Simulation in Nursing*, 11(11): 464-468.

Healthcare providers often do not accommodate low patient health literacy to the detriment of the health of their patients.

In the ASPE Case Template, “Presentation and Resulting Behaviors” are indicated in the content for standardized patients (SPs). Many case authors include affect, body language, even facial expressions and the amount of eye contact in their descriptions of the simulated patient. SPs need this information to accurately portray simulated patients in a realistic manner. What is also needed for authentic portrayal is information about a patient’s health literacy. In order for SPs to accurately portray a patient, there is a need to understand that patient’s level of health literacy. By having this knowledge about the patient, SPs and trainers can make clear choices about how to portray a case.

Many SPs at large academic hospitals are college-educated and must possess the skills needed to clearly articulate or write feedback to students or other learners. These learners are involved in rigorous graduate-level programs or have already attained an advanced degree or two. Only 34 percent of Americans have completed a bachelor’s degree (US Census Bureau, 2017). While education level does not necessarily correspond directly to health literacy, it can play a role.

#### Additional Resources:

Barrett SE, Puryear JS, Westpheling K. Health literacy practices in primary care settings: examples from the field. The Commonwealth Fund; 2008. <https://www.commonwealthfund.org/publications/fund-reports/2008/jan/health-literacypractices-primary-care-settings-examples-field>.

Pleasant ARE, Rudd C, O’Leary MK, et al. Considerations for a new definition of health literacy. NAM Perspect. Discussion Paper, National Academy of Medicine Washington, DC; 2016. <https://doi.org/10.31478/201604a>.

#### Articles and videos for SPs:

Schwartzberg, J. G., VanGeest, J. B., & Wang, C. C. (2005). Understanding health literacy. *Chicago (IL): American Medical Association*. [https://cdn1.sph.harvard.edu/wp-content/uploads/sites/135/2013/01/Literacy\\_demands\\_in\\_Health\\_care.pdf](https://cdn1.sph.harvard.edu/wp-content/uploads/sites/135/2013/01/Literacy_demands_in_Health_care.pdf)

Berkman, N. D., Davis, T. C., & McCormack, L. (2010). Health literacy: what is it?. *Journal of health communication*, 15(S2), 9-19.

Fitzpatrick, L. (2016). Are you confused about health information? You’re not alone. TEDxMidAtlantic, June 29, 2016.

Davis, T. C., Parker, R. M., Williams, M. V. (2003). Produced by Lewis Kalmbach, Shreveport, San Francisco through an unrestricted grant from Pfizer. <https://www.youtube.com/watch?v=lmnlptxIMXs>

Schwartzberg, J. G., Davis, T. C., Weiss, B. D., Parker, R. M., Williams, M. V. (2007). Help patients understand. Produced by Freeman Pictures, Inc., Chicago, IL. AMA Foundation sponsored in part by AstraZeneca. <https://www.youtube.com/watch?v=uqTZBdYEe7U>

Compilation of above two videos: <https://www.youtube.com/watch?v=BgTuD7I7LG8>