

Improving Documentation of Teach Back for Nepali Patients and Improving Adherence to Provider Recommendations

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Background & Significance with Relevance to Family Medicine: Patients with Low English Proficiency (LEP) commonly have low health literacy. Health literacy is defined as “the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions”. Teach Back is a communication technique to improve understanding among patients with low health literacy.

Problem Statement: Many times, low English proficient (LEP) patients do not complete recommendations for imaging studies or adhere to medication regimens properly. The purpose of this project is to use an EMR template to encourage providers to use Teach Back to help LEP patients adhere to provider recommendations.

Methods: During huddle, providers were reminded to use the EMR template and use Teach Back to assure understanding of treatment recommendations. The patients were asked to repeat back what they understood about what they need to do for the next visit. Outcomes included use of the dot phrase, completion of imaging and response on the AURA patient satisfaction survey.

Outcomes: Between the dates of February 19, 2018 to March 26, 2018 there were 183 LEP patients seen in the FMC. The Teach Back dot phrase was used 55 times (30%). In the same period of time, there were 68 X-ray images ordered. We will present additional data on completion of imaging. Forty-three patients completed the AURA survey, with 40 responding yes to “it is easy to ask doctor questions, understand instructions, remember the instructions and ask for help if I don’t understand”.

Conclusions/Recommendations/Implications: The use of Teach Back has increased over time and may be improving patient satisfaction, but it is unclear if it has improved completion of imaging.