



Albany Medical Center Hospital PPS

Cultural Competency/ Health Literacy (CC/HL) Champion Meeting

October 27, 2016

Meeting Agenda

- Welcome & Introductions
- Discussions: Webinar Training Assessment Data
- Discussions: HealthStream Pilot Using Cultural Competency Modules
- Evidence-Based Health Literacy Screening Tools
- Open Items/Q&A



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Meeting Attendance

Please email confirmation of your participation in today's meeting to

DSRIP@mail.amc.edu

Name and Organization is required within 24 hours

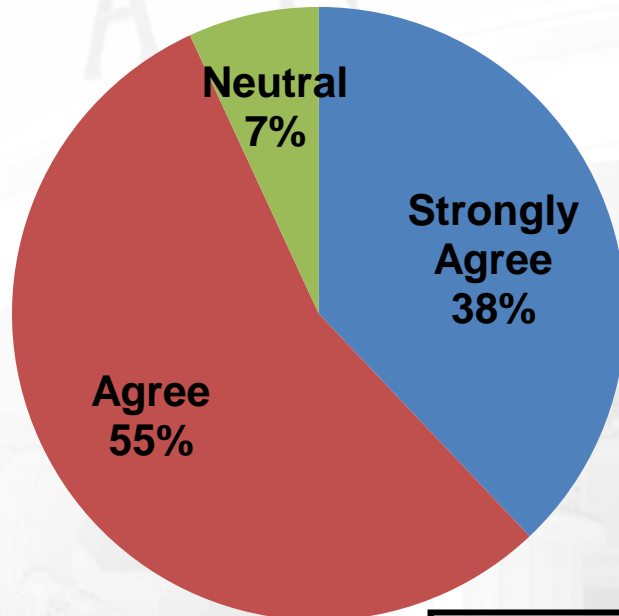


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Training Assessment Analysis

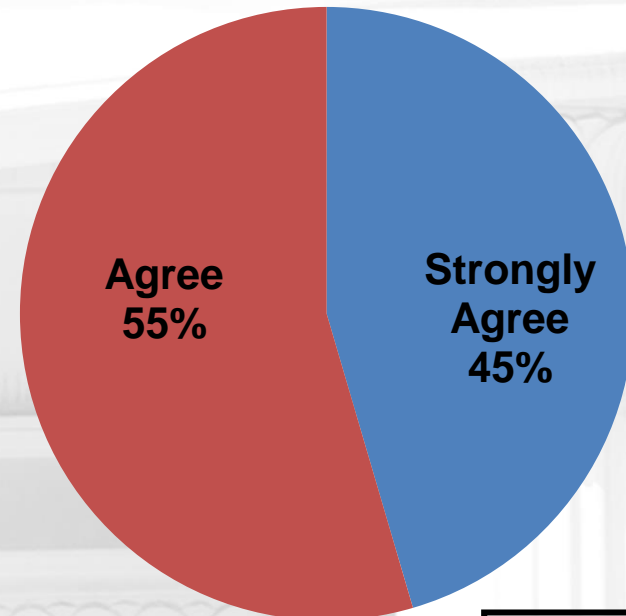
1. I understand the definition of cultural competency.

Pre-Training



N=29

Post-Training



N=44

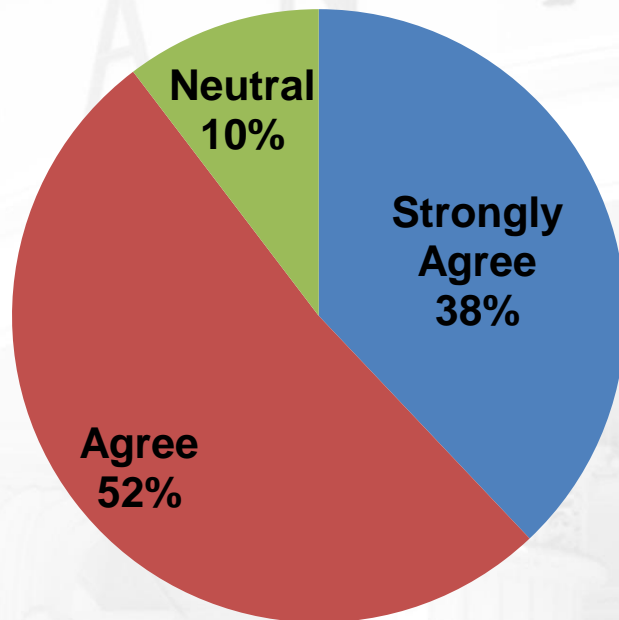


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Training Assessment Analysis

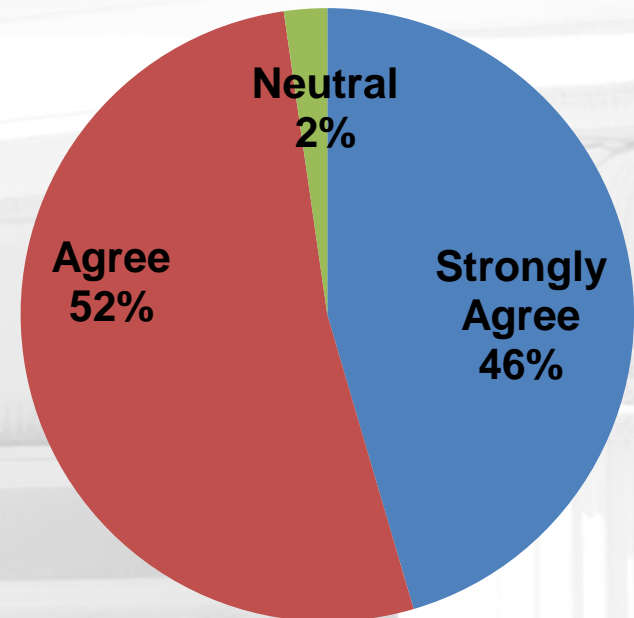
2. I understand the definition of health literacy.

Pre-Training



N=29

Post-Training



N=44

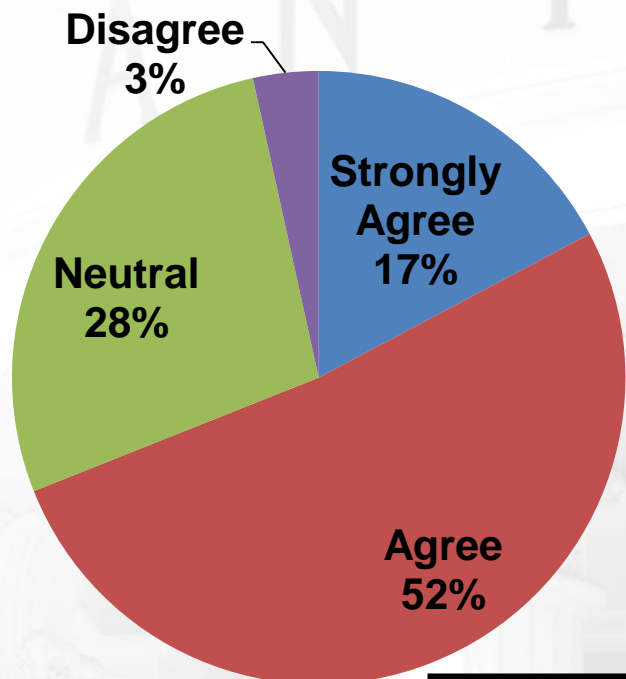


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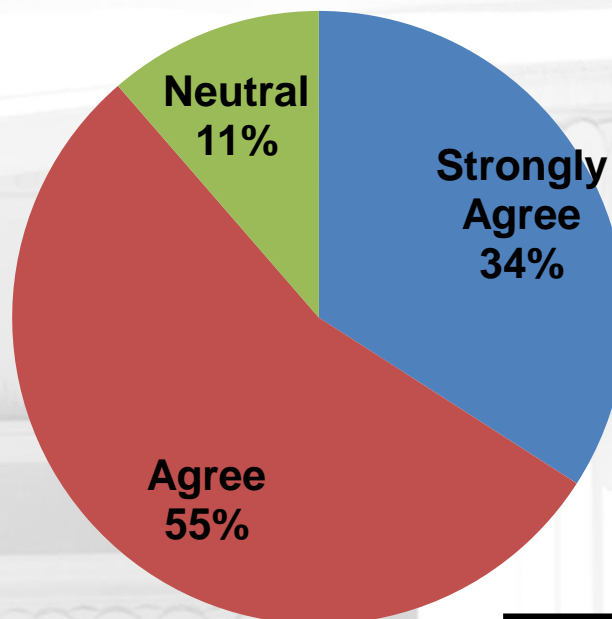
3. I am familiar with federal mandates, such as Title VI and American with Disabilities Act, that ensure access for all patient populations.

Pre-Training



N=29

Post-Training



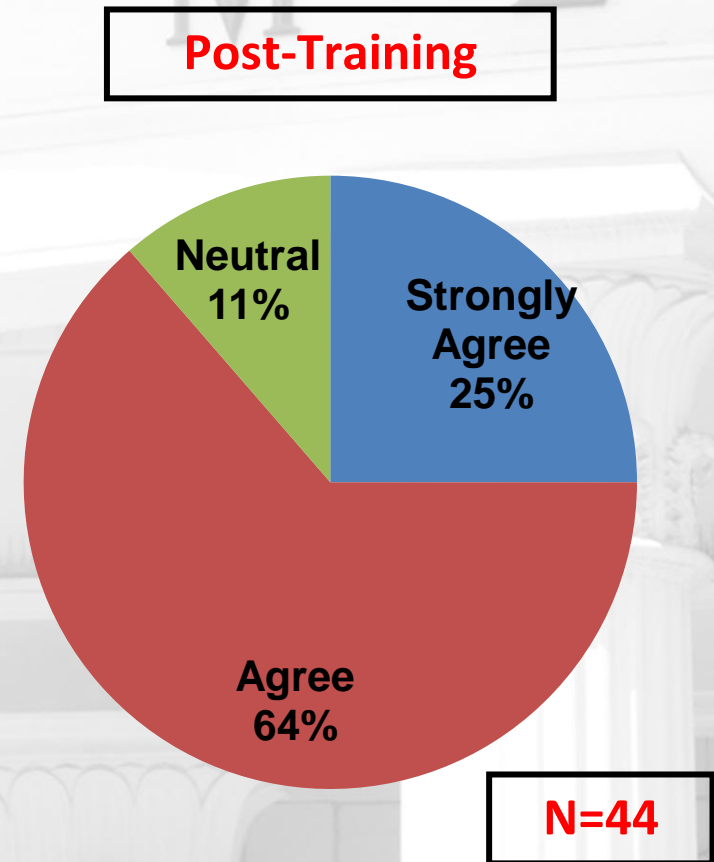
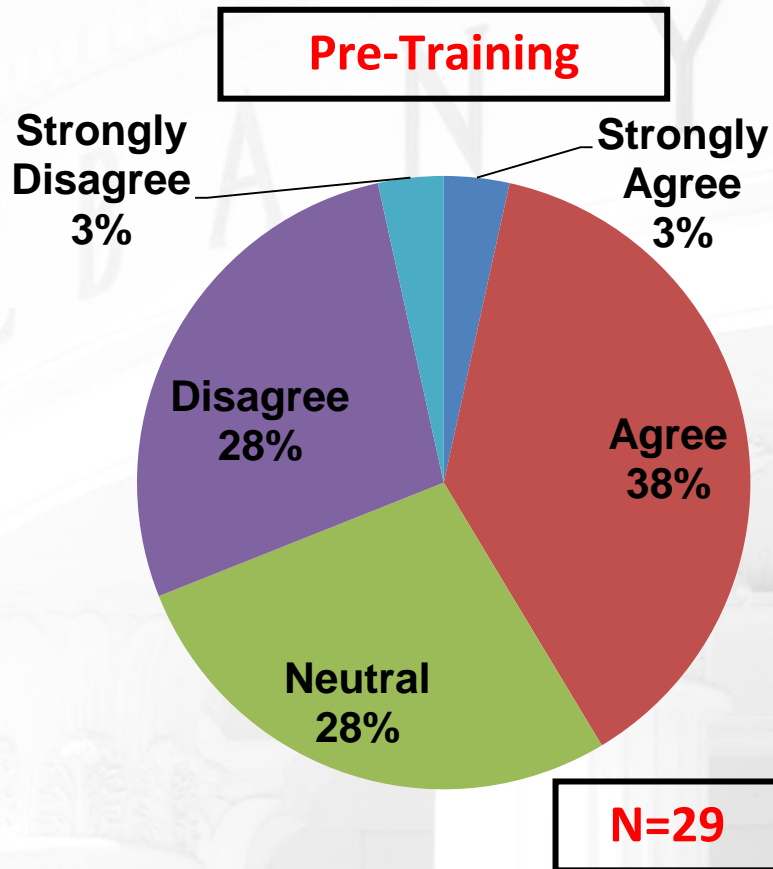
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4. I am familiar with the Culturally and Linguistically Appropriate Services (CLAS) standards.

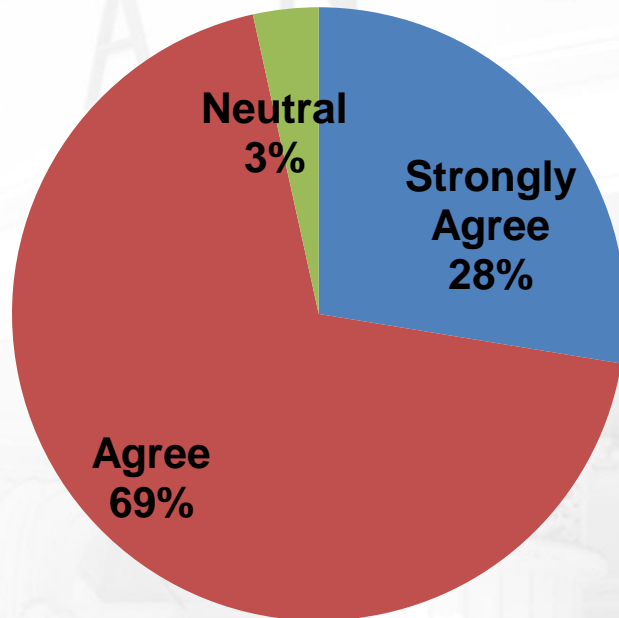


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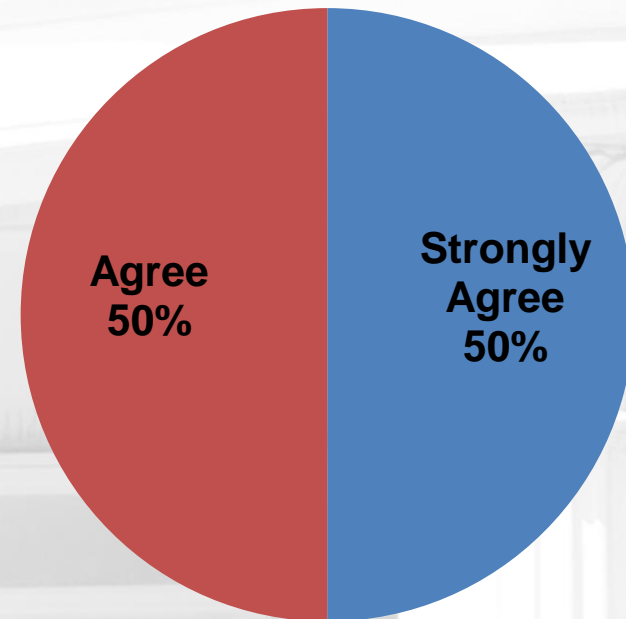
5. I understand the issues of health disparities that exist in our communities.

Pre-Training



N=29

Post-Training



N=44

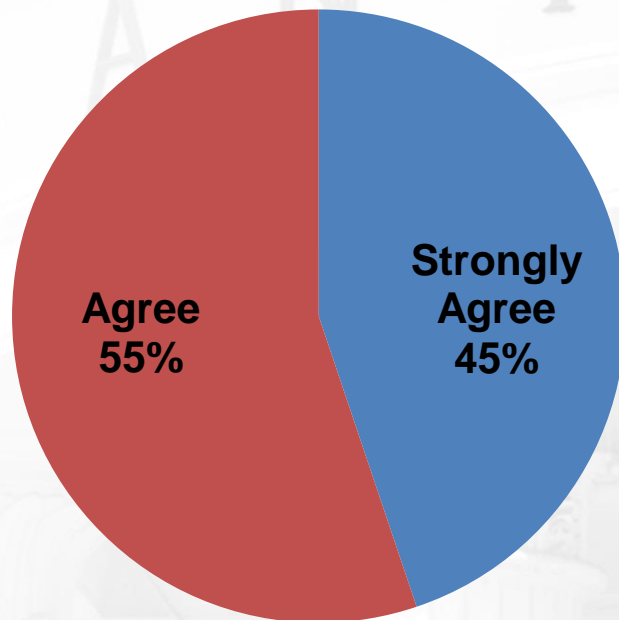


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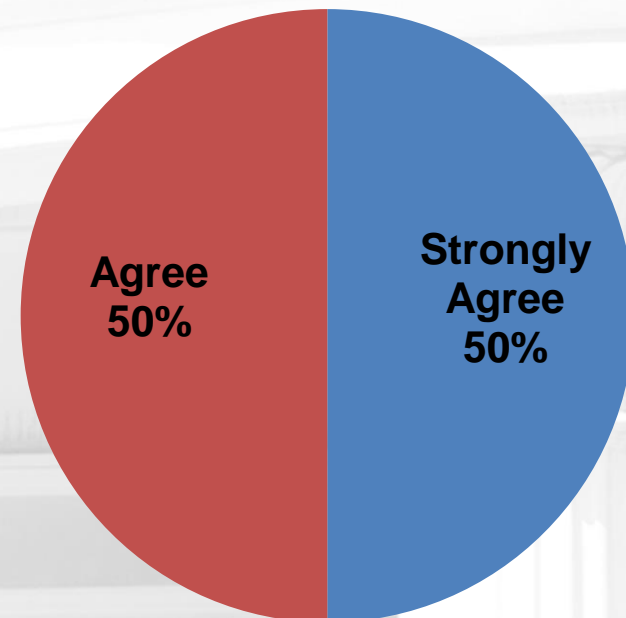
6. I understand the importance of culturally and linguistically appropriate services in addressing the issues of health disparities.

Pre-Training



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Post-Training



N=44

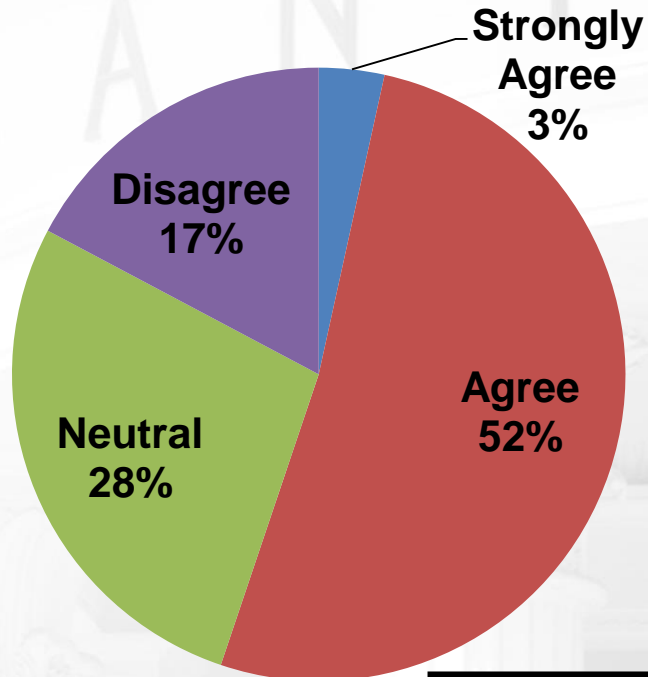


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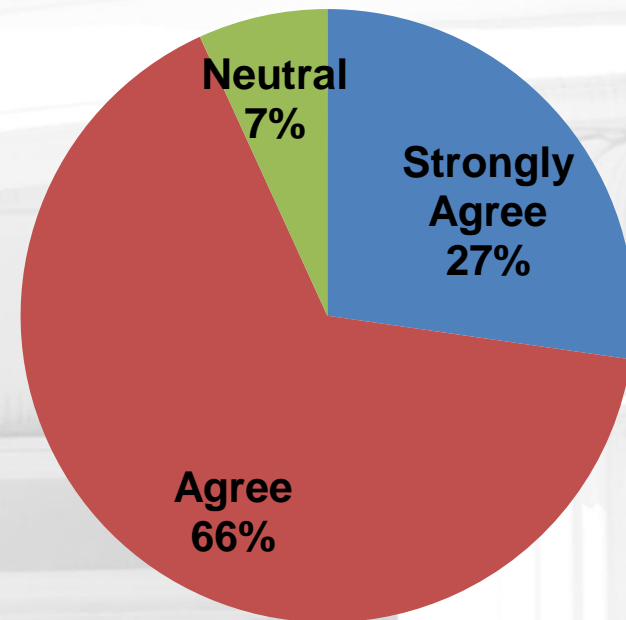
7. I am aware of tools and resources related to cultural competency and health literacy.

Pre-Training



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Post-Training



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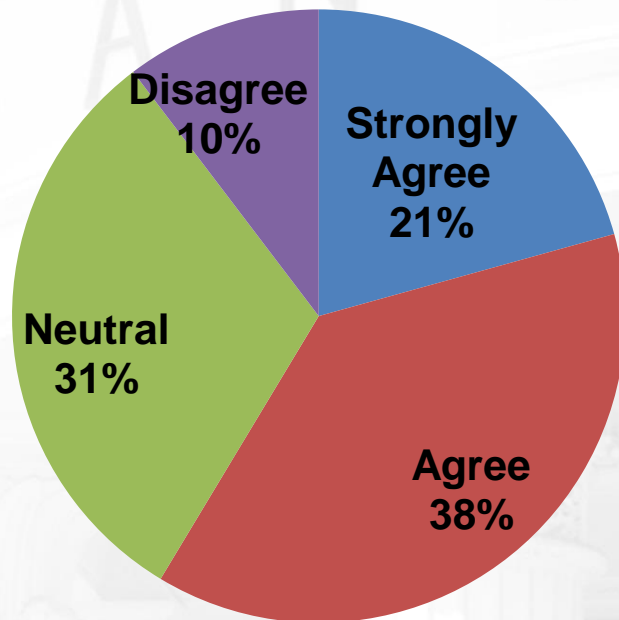


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Training Assessment Analysis

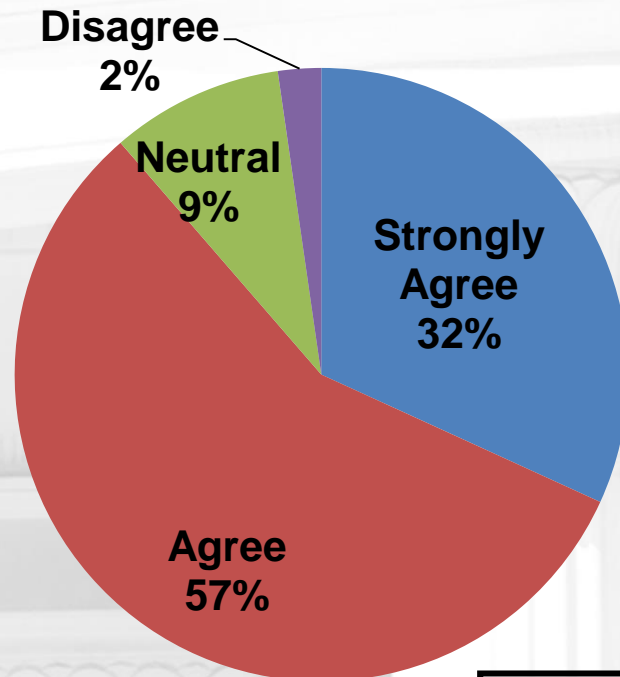
8. I am aware of individual(s) in my organization who can help me when I have questions about cultural competency and health literacy.

Pre-Training



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Post-Training



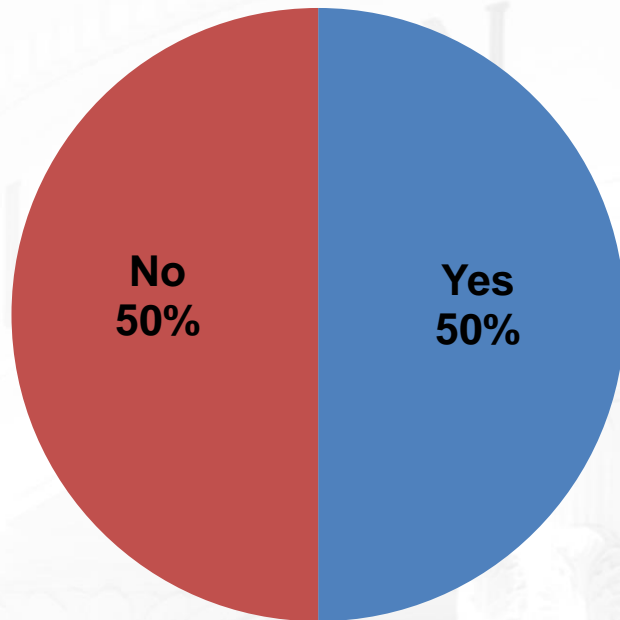
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Course Evaluation

9. Did you learn something new from this course that you did not know before?



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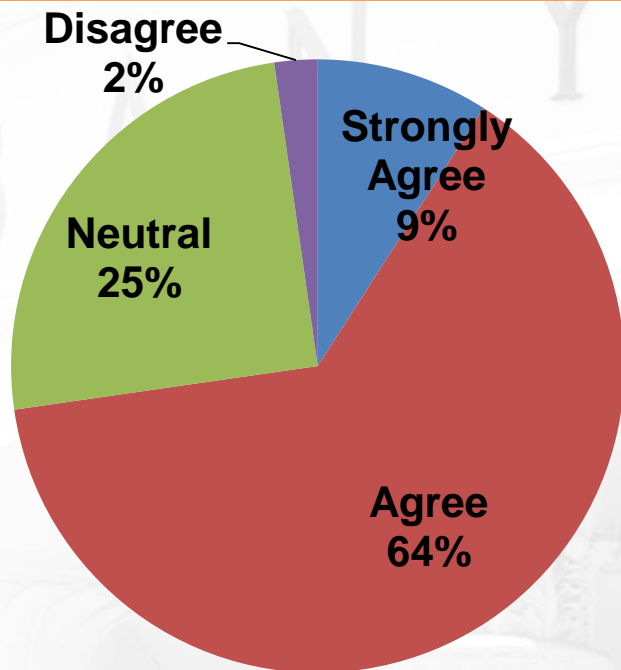
- Consideration of age as a separate culture
- Definitions and terms
- Regulations and standards
- CCHL-related resources
- Increased awareness about the depth of CCHL-related issues



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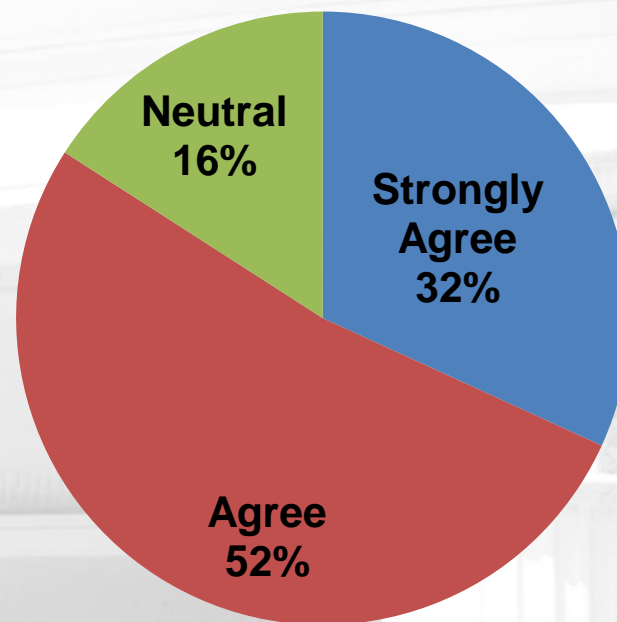
Course Evaluation

11. Do you think this training will help you change the way you encounter patients/clients?



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12. Do you think your colleagues/staff would benefit from this training?



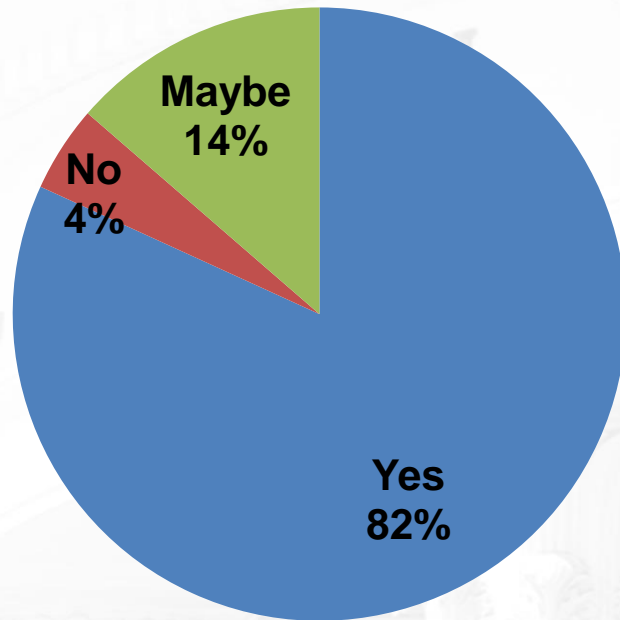
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Course Evaluation

13. Do you think the webinar format was an effective method for your learning?



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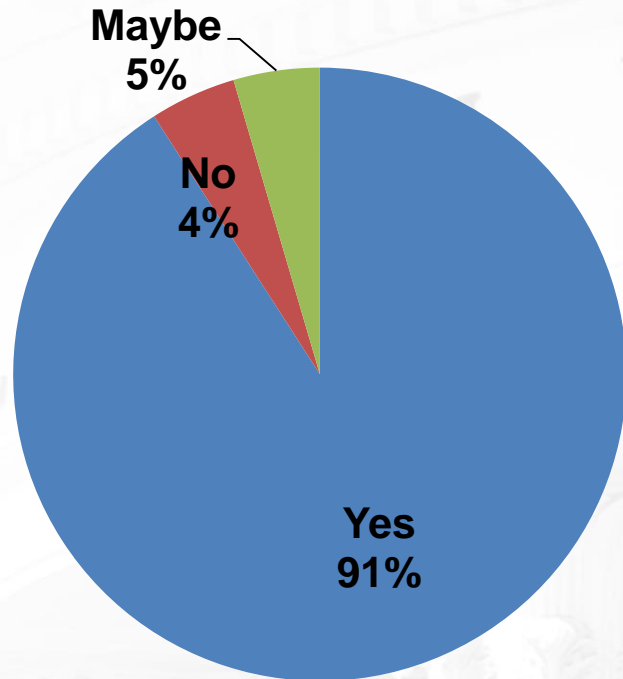
- Online course
- In-person/classroom
- Webinar followed by in-person group discussion



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Course Evaluation

15. Was the length of this training appropriate?



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- Some preferred a shorter version.



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Course Evaluation

17. Please provide any recommendation on how this training could be improved.

- **More interactive training/discussion & problem solving opportunities**
- **Reading/training materials provided prior to the training**
- **More examples relevant to their own settings (i.e. primary care, individuals with intellectual disabilities)**

Any Other Recommendations?



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Course Evaluation

18. Please provide recommendations on how best this training might be disseminated throughout your organization, with specific consideration of priority audience(s) and mode(s) of delivery.

- **Priority Audiences**

- Front end staff
- Navigators
- Department heads, supervisors and charge nurses
- All staff

- **Modes of Delivery**

- Recorded webinar: shorter version if disseminated to all staff
- Combine with existing training (i.e. annual training, new employee orientation)
- Utilize LMS
- In-person at staff meetings or a medical home meeting
- Case conference
- Train-the-trainer model with CCHL champion

Any Other Recommendations?



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Discussion: Next Steps after Intro to CCHL

- Collaboration with AFBHC and AHI
- Bridges Programs
- Dissemination of Intro to CCHL Training
- Healthstream License Distribution
- Develop CCHL Resource Page on Website
- Explore in-person programs based on partner responses

Other Suggestions?



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HealthStream Pilot Using a CC Module: Breakthrough Cultural Competence for Healthcare

- Course Objectives:
 - Clinical and non-clinical learners:
 - Describe the need for cultural competence in healthcare and the new requirements for hospitals and providers
 - Identify and adopt elements of a positive mindset to accelerate your career development
 - Apply techniques to build trust and teamwork with your colleagues
 - Practice effective communication skills with patients and colleagues
 - Clinical learners will complete a fifth module:
 - Integrate patient perspectives into your care strategies to attain successful outcomes



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Module 1: Introduction to Culturally Competent Performance 15 minutes

Module 2: Embracing a New Mindset for Healthcare Professionals 25 minutes

Module 3: Working in Teams to Deliver Patient-Centered Care 25 minutes

Module 4: Communication Skills for Healthcare Professionals 20 minutes

➤ **Completion Test for Non-Clinical Learners, Modules 1-4** 15 minutes
(Non-clinical only)

For Clinical Learners Only

Module 5: Cultural Competency for Healthcare Professionals 30 minutes

➤ **Accreditation post-test for Clinical Learners, Modules 1-5** 20 minutes
(Clinical only)

📖 CONTENT IN JOURNAL



continue



HealthStream Pilot Using a CC Module: Breakthrough Cultural Competence for Healthcare

Goals of the Pilot:

- To understand how self-registration process works: identify any barriers prior to larger distribution
- To gain feedback on the CC module: is it worth to purchase more?

Why you should participate:

- Opportunity to find out how HealthStream might roll out in your organization
- CE credit available for clinical staff taking this module
- Free of cost: they are already paid for
- Interactive modules that you/individuals at your org may benefit from



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Evidence-Based Health Literacy Screening Tools

- **Rapid Estimate of Adult Literacy in Medicine (REALM):** a word recognition test with common medical words to predict general reading ability
- **Test of Functional Health Literacy in Adults (TOFHLA):** a test to assess patient's ability to read passages and measure functional health literacy
- **Newest Vital Sign (NVS):** an assessment to measure reading and comprehension of a nutrition label

Sources: Bass PF, Wilson JF, and Griffith CH. A Shortened Instrument for Literacy Screening. *Journal of General Internal Medicine*. 2003, 18:1036-1038.

Baker DW, Williams MV, Parker RM, Gazmararian JA, Nurss J. Development of a brief test to measure functional health literacy. *Patient Education and Counseling*. 1999, 38:33-42.

Weiss BD, Mays MZ, Martz W, Castro KM, DeWalt DA, Pignone MP, Mockbee J, and Hale FA. Quick Assessment of Literacy in Primary Care: The Newest Vital Sign. *Annals of Family Medicine*. 2005, 3:514-522.



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Evidence-Based Health Literacy Screening Tools Cont'd

- Single Item Literacy Screen
 - How often do you need to have someone help you when you read printed health material?
 - 1-Never
 - 2-Rarely
 - 3-Sometimes
 - 4-Often
 - 5-Always
 - Scores greater than 2 are considered positive, indicating some difficulty with reading printed health related material.

Source: Morris NS, MacLean CD, Chew LD, and Littenberg B. The Single Item Literacy Screener: Evaluation of a brief instrument to identify limited reading ability. *BMC Family Practice*. 2006, 7(21).



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Evidence-Based Health Literacy Screening Tools Cont'd

- Screening questions:
 - How often do you have problems learning about your medical condition because of difficulty understanding written information?
 - How often do you have someone help you read hospital materials?
 - **How confident are you filling out medical forms by yourself?**
 - Answers can be always, often, **sometimes, occasionally, or never.**

Sources: Chew LD, Griffin JM, Partin MR, Noorbaloochi S, Grill JP, Snyder A, Bradley KA, Nugent SM, Baines AD, and VanRyn M. Validation of Screening Questions for Limited Health Literacy in a large VA Outpatient Population. *Journal of General Internal Medicine*. 2007, 23(5):561-566.

Wallace LR, Rogers ES, Roskos SE, Holiday DB, and Weiss BD. Brief Report: Screening Items to Identify Patients with Limited Health Literacy Skills. *Journal of General Internal Medicine*. 2006, 21:874-877.



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Why Screen for Health Literacy?

- We have evidence-based tool to accurately predict health literacy.
- Statistics show that over a third of adults have basic or below basic health literacy skills.*
- Knowing patients' health literacy level helps us serve them better with appropriate materials and verbal communication.
- Research clearly demonstrates that low health literacy predicts poor health outcomes.**
- We need to pay attention to patient outcomes as we move towards VBP environment.

Sources: *Kutner M, Greenberg E, Jin Y, Paulsen C. The health literacy of America's adults: Results from the 2003 National Assessment of Adult Literacy. 2006. Retrieved September 29, 2008

**Möttus R, Johnson W, Murray C, Wolf MS, Starr JM, Deary IJ. Towards understanding the links between health literacy and physical health. *Health Psychol.* 2013;33:164–73.

**Sudore RL, Yaffe K, Satterfield S, Harris TB, Mehta KM, Simonsick EM, et al. Limited literacy and mortality in the elderly: the health, aging, and body composition study. *J Gen Intern Med.* 2006;21:806–12.

**Keller DL, Wright J, Pace HA. Impact of health literacy on health outcomes in ambulatory care patients: a systematic review. *Ann Pharmacother.* 2008;42:1272–81.



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Open Items/Questions?



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