



2021 Fourteenth National Doctors of Nursing  
Practice Conference

**Implementation of Health Promotion  
Activities Using the Teach-Back Method with  
Micronesian Islander Community Parent  
Leaders**

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# Objectives of this talk



Introduce the new definition of Health Literacy based on Healthy People 2030.



Discuss the Micronesian Islander Community and some of the challenges they face.



Introduce the Teach-Back Method as an empowerment and communication tool



Try it out, supporting the goal of “Always Use Teach-Back”.



# Background—Health Literacy

HEALTH LITERACY *Healthy People 2030 new definitions*

- **Personal health literacy** is 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.
- **Organizational health literacy** is 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.

•Santana, et al. (2021) Updating health literacy for healthy people 2030, Journal of Public Health Management and Practice: March 12, 2021. doi: 10.1097/PHH.0000000000001324





NOT UNDERSTANDING HEALTH MESSAGES = \$\$\$\$\$\$

# The Cost of Low Health Literacy

- Compared to those with proficient health literacy, adults with low health literacy experience:
  - • 4 times higher health care costs
  - • 6% more hospital visits
  - • 2 day-longer hospital stays

*Source: Partnership for Clear Health Communication at the National Patient Safety Foundation.*

# Importance of Health Literacy

- “Health literacy is the currency for everything we do.” Dr. Howard Koh Assistant Secretary for Health, U.S. Department of Health and Human Services, 2010



# Program Evaluation of the Teach-Back Method for MIC Parent Leaders

## Project Questions/Aims

1. Is the teach-back method via distance communication such as Zoom, effective at communicating Health Promotion topics to the MIC Parent Leader group?
2. Is the teach-back method a communication tool that is acceptable to these leaders as a way to communicate messages to their own communities and healthcare providers?





# Framework and Methodology

Framework: **RE-AIM Framework.**

Guiding philosophy: **Diffusion of Knowledge**

Evaluation tools: **Surveys**

AHRQ Teach-Back Observation Tool

AHRQ Confidence and Conviction Scale

IT IS A WAY FOR  
PEOPLE TO  
UNDERSTAND



# 10 Teach-Back Caring Points

1. Use language that respects the listener.
2. Use Plain Language
3. Use culturally appropriate terminology
4. Use a caring tone of voice and attitude
5. Ask the community member to explain back the information you gave them, using their own words.

## 10 Teach-Back Caring Points (cont.)

6. Use respectful, open-ended questions

7. Avoid asking yes or no questions

8. Emphasizes that the ability to explain messages is clearly is on the explainer, not the listener.

9. If the person is not able to teach back the information you were trying to get across to them, explain it again.

10. Use reader-friendly print materials to support your message.



# Health Promotion Topics used to Evaluate the Teach-Back Method

The Micronesian Islander Community Parent-Leaders chose four Health Promotion Topics they desired additional information on:

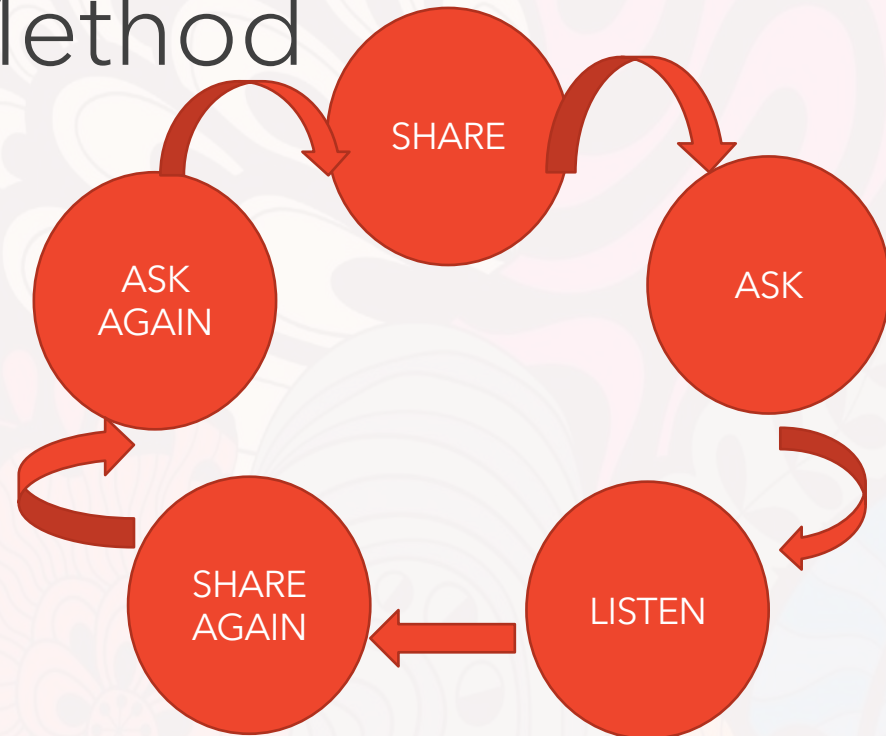
1. Introduction to the Teach-Back Method and Demonstration of it's Use.
2. Nutrition to Decrease Non-Communicable or Chronic Disease in the Community
3. How to Start a Virtual Exercise Program...or any kind of exercise program
4. Healthy Cooking using local equivalents of traditional island foods and an introduction to some Island chefs.



# THE TEACH BACK METHOD

Mari C. Sullivan, DNP, MSN, ARNP, FNP

# The Teach-Back Method



# Food as Medicine

Inflammation as a cause of Chronic Disease





EXERCISE!



*Let's Go Cooking!*





# Ethical Considerations

- Cultural trauma from decades of unethical research undertaken in their homelands.
- Include the Micronesian Community Leaders in all aspects of DNP project
- Parent Leaders are highly respected community leaders who want to be involved in this project.

*Nguyen-Truong, Leung, & Micky. (2020).*



# 1946 US bombed the Bikini Islands of the Marshall Islands

- 1956 Operation Redwing bombing at Enewetak Atoll. [National Nuclear Security Administration / Nevada Field Office](#)
- <https://theconversation.com/bikini-islanders-still-deal-with-fallout-of-us-nuclear-tests-more-than-70-years-later-58567>



CULTURAL TRAUMA SIGNIFICANT



## Consider the Needs of the MIC

- Photo by [Artem Beliaikin](#) on [Unsplash](#)

# MIC Parent Leaders

- Respected Community Leaders
- Serve term of two years
- Often chosen from the “elders” of their community and other decision makers.
- Hold high standing within the community
- Have roles in the community supporting women and children
- They are predominately women



# Data Collection Methods, Sample and Setting

The Observation Tool Data was collected over 4 separate time points at the end of the ZOOM session.



The Confidence and Conviction Scale data, evaluated the program.

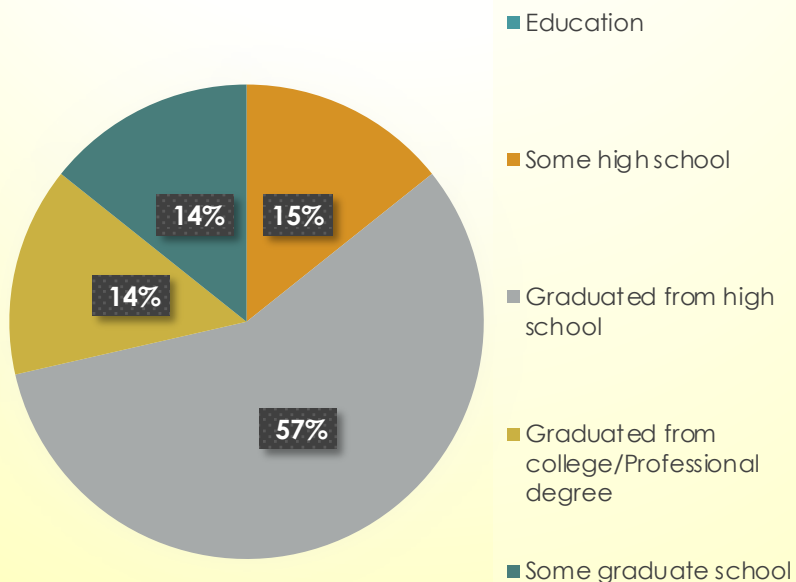
Data was collected via Qualtrics<sup>®</sup> via anonymous survey link



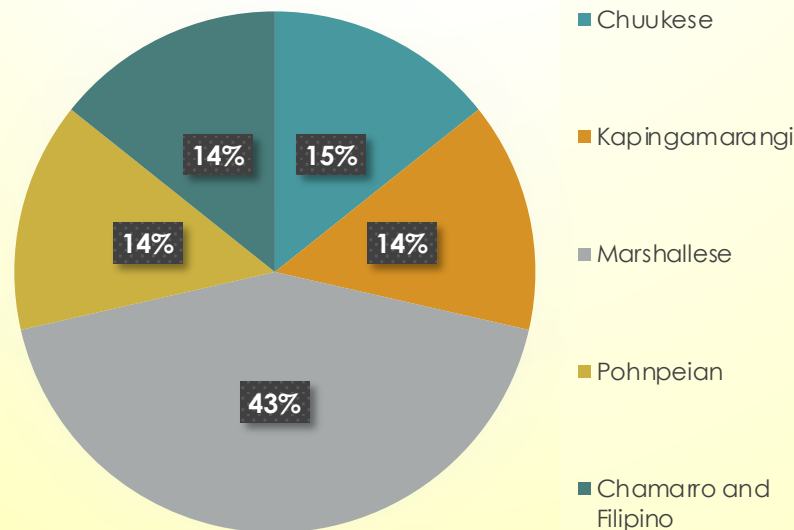


# Demographics

## Participant Education Level



## Participant Ethnicity

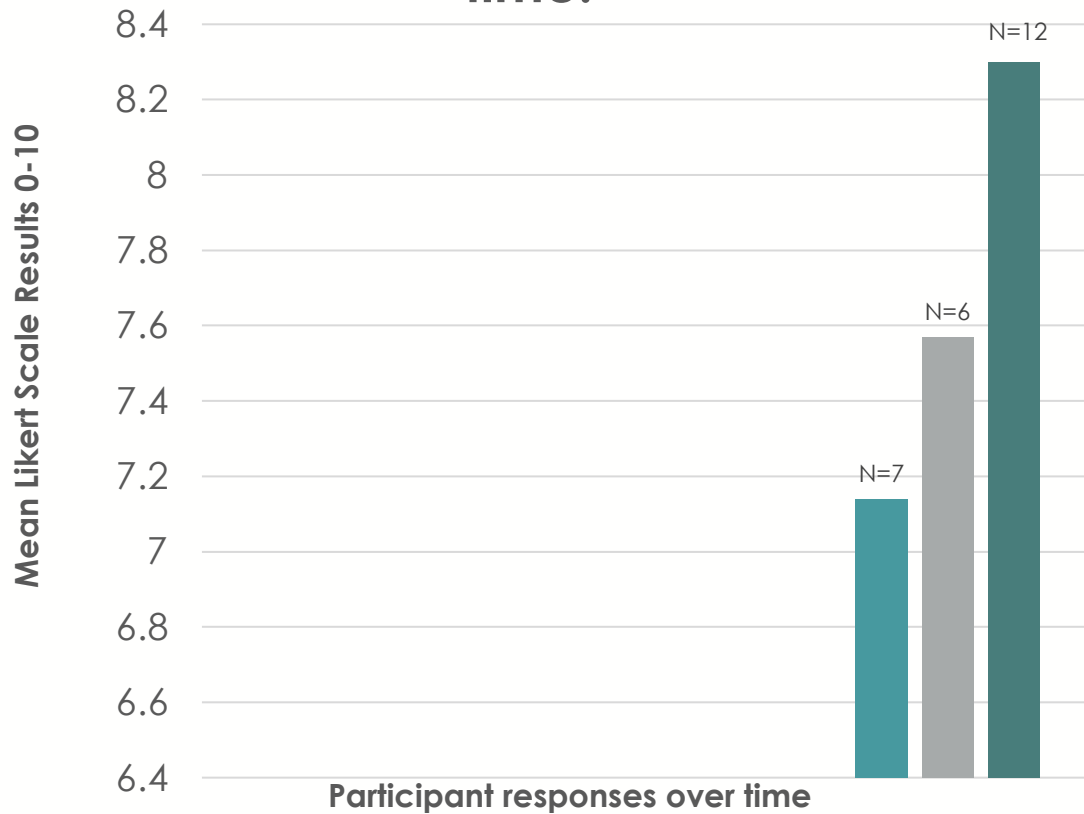


Adapted from Nguyen-Truong, C.K.Y., & Leung, J. (2020) *Sociodemographics and background characteristics of the Micronesian Islander Community parent leaders.*



# Results and Discussion

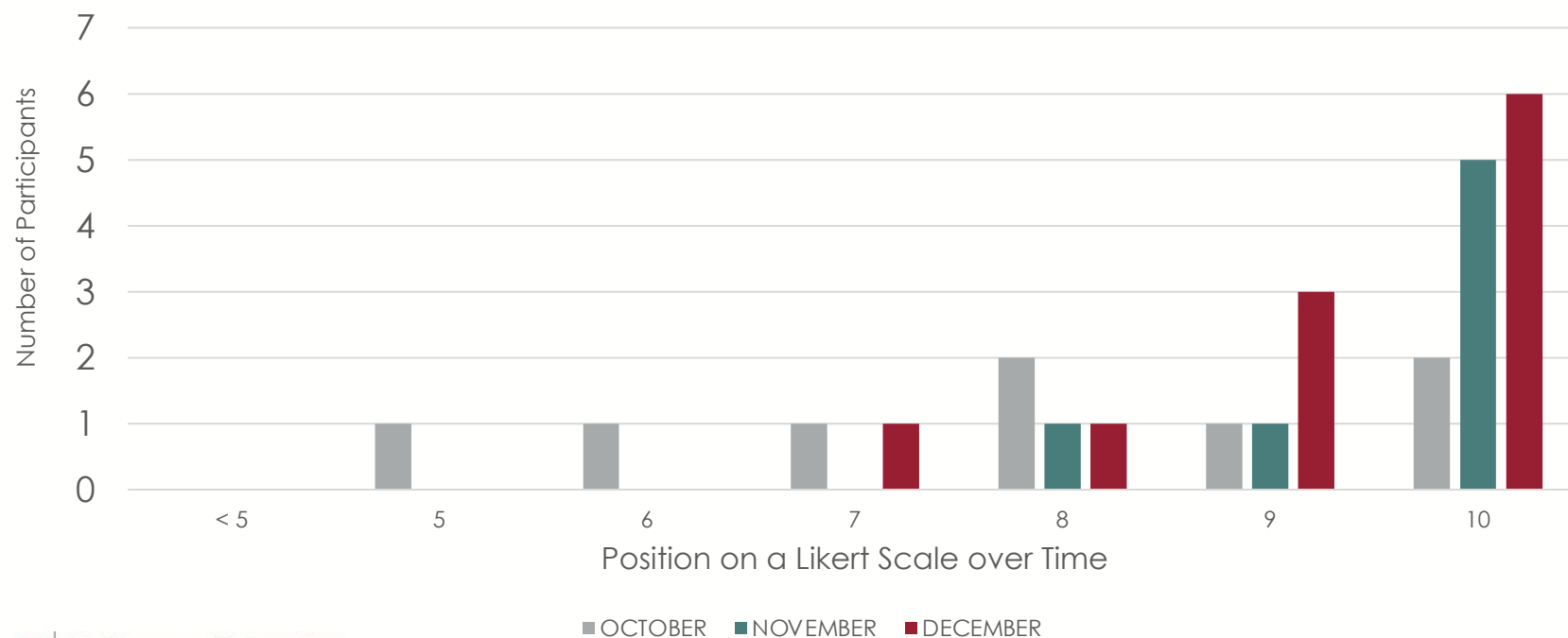
## Confidence in ability to use Teach-Back over time.





# How convinced are you that Teach-Back is important?

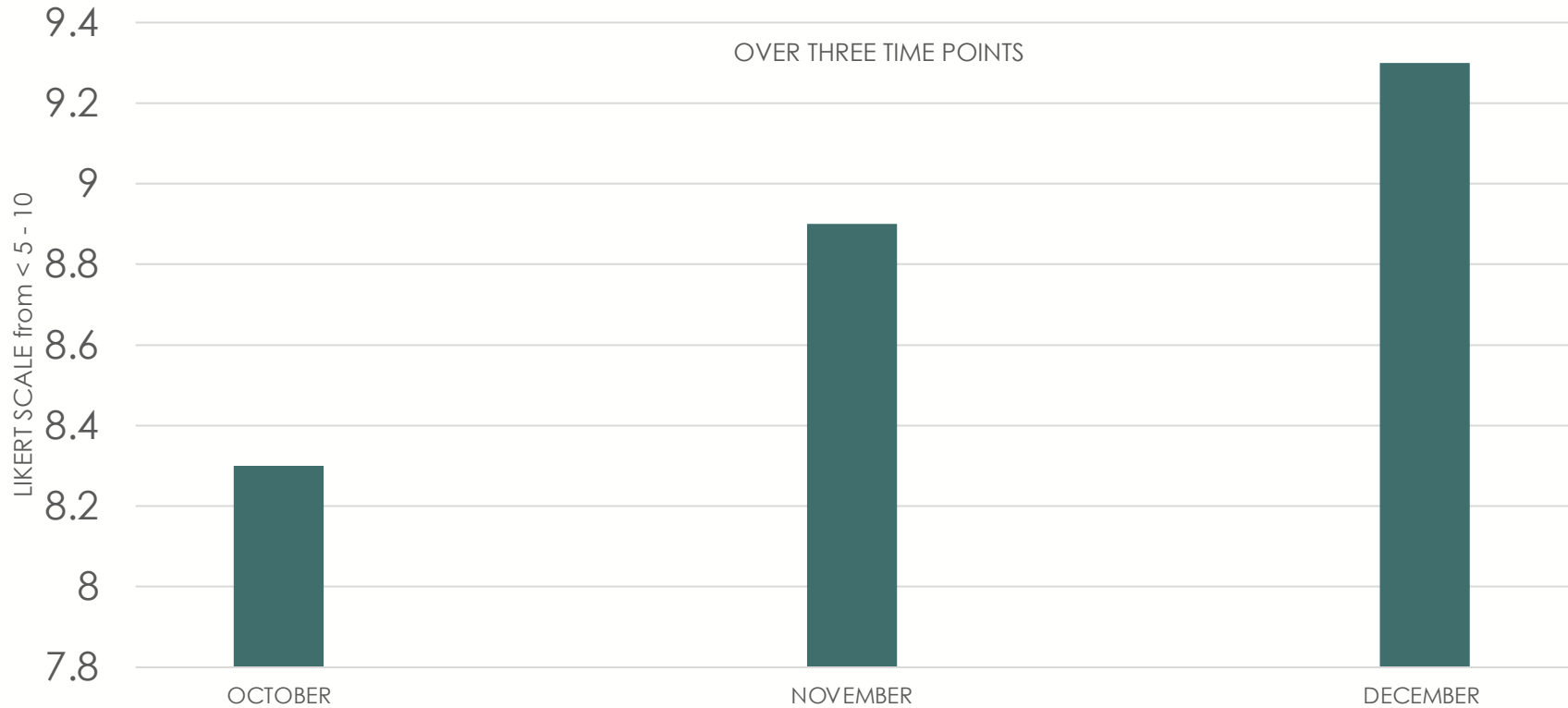
Convinced that Teach-Back is important on a scale of 1-10 (10=most important)





# Results

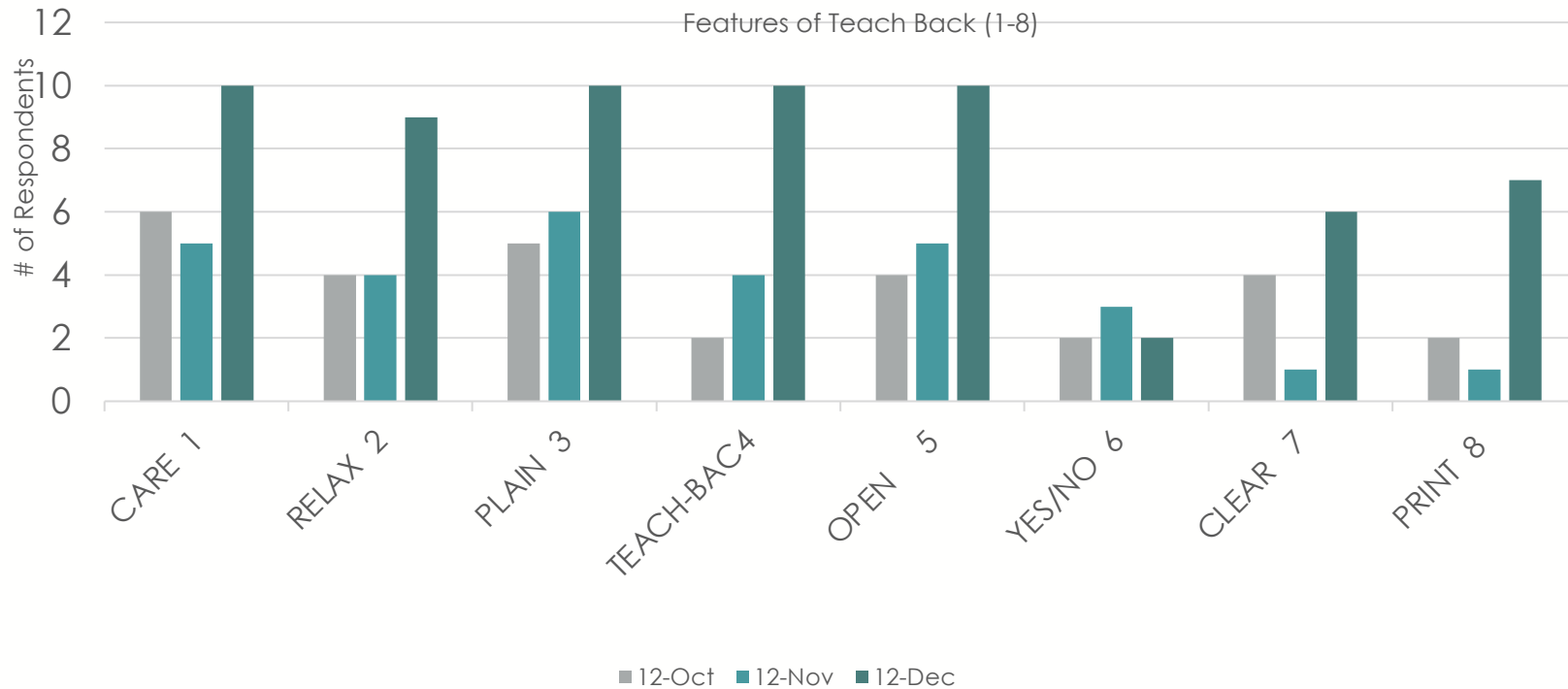
## CONVICTION THAT TEACH-BACK IS IMPORTANT AVERAGE ON A 1-10 point LIKERT SCALE





# Practices some of the 8 features of The Teach-Back Method over time

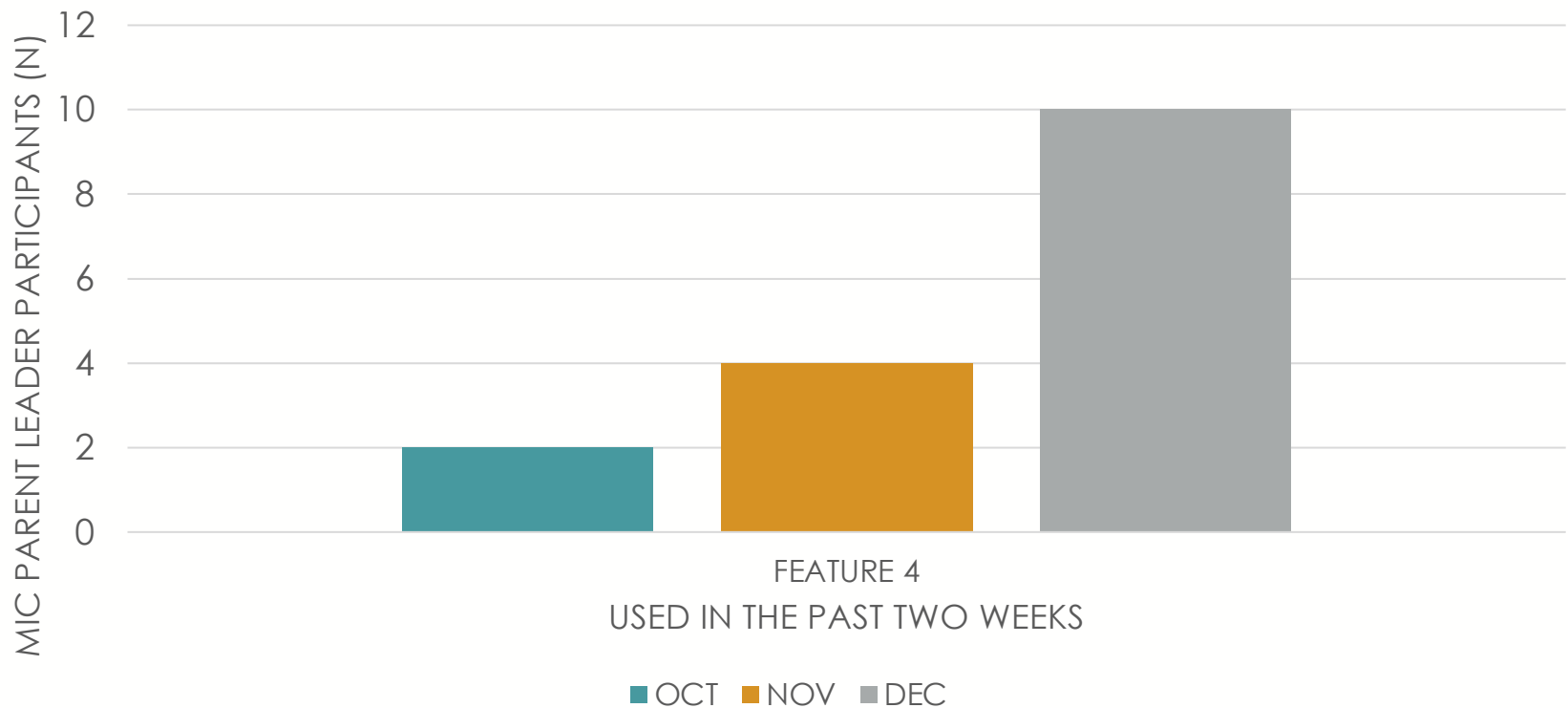
Practiced some of 8 features of the Teach-Back Program in the past two weeks





# Asked the person to repeat back in their own words what was taught

Feature 4 of the Eight Teach-Back Features





# Lessons Learned and Limitations



**SERENDIPITOUS FINDINGS**



**PROJECT TIMELINE FOR THIS DNP PROJECT WAS NOT LONG ENOUGH TO EVALUATE EFFECTIVENES**



**THE OBSERVATION TOOL WAS NOT THAT USEFUL**



**THE AHRQ TOOLS NOT THAT USEFUL FOR THIS POPULATION**



# Positive Aspects of the Program



## **NEW SKILLS APPRECIATED BY PARENT LEADERS**

“I use this Teach-Back with my nephews and my children now”

“I really appreciated learning about Teach-Back”

“I got new knowledge about nutrition and the importance for health”



## **TRUST CAN BE FORMED VIA ZOOM TECHNOLOGY**



## **EVERYONE NEEDS ACCURATE, HEALTH PROMOTING INFORMATION**





# For the next 10-15 minutes...Try this! Teach-Back Moment



## FOR ADMINISTRATORS

You are going to discuss a new policy for your agency, and you want to assure your audience understands the policy. Try to use the Teach-Back method to assess understanding. If the person didn't understand it, try to explain it again using different word.



## FOR CLINICIANS

You are explaining to a patient that they have a medical problem. Choose HTN, DM, asthma, migraine H/A or anything else you are familiar with. Your partner is the patient. Ask them to teach back what you presented to them. If they didn't understand, try again.



## FOR ACADEMICS

Consider a concept you recently taught. Now teach that to your partner. Afterwards, ask them to repeat it back to you. If they didn't understand, try it again. Ask them to teach it back to you.



# How was that exercise?





# Reverse Use of Teach-Back



## LITERATURE LACKING

The idea of using Teach-Back as a vehicle for patients and community members has not been extensively studied. Use by providers, hospital staff, and systematic reviews of the literature are extensive.



## WHERE COULD THIS BE USED?

Telehealth Visits

Meetings with Primary Care Providers

The Denzel Washington Lawyer Method



## IN ACADEMIA IT IS ALREADY USED!

Consider how many students will ask you if they got the concept. I say, “well teach it back to me like you were telling your friend”.



## In Conclusion

- It is our duty as medical providers, administrators and educators to assure our audience understands our message or we are not doing our job.
- We should Always Use Teach-Back
- We should teach people how to use this to communicate with their children, with their medical providers and while doing telehealth appointments.



## References

- <sup>1</sup>Nguyen-Truong, C., <sup>1</sup>Leung, J., & Micky, K. (2020). Cultural narratives of Micronesian Islander parent leaders: Maternal and children's health, the school system, and the role of culture. *Asian/Pacific Island Nursing Journal*, 4(4), 173–182. <https://doi.org/10.31372//20190404.1078>
- <sup>1</sup>Nguyen-Truong, C. Y., <sup>1</sup>Leung, J., Micky, K., & Nevers, J. I. (2020). Building safe didactic dialogues for action model: Mobilizing community with Micronesian islanders. *Asian/Pacific Island Nursing Journal*, 5(1), 1–11. <https://doi.org/10.31372/20200501.1066>
- Yen, P. H., & Leasure, A. R. (2019). Use and effectiveness of the teach-back method in patient education and health outcomes. *Federal Practitioner: for the health care professionals of the VA, DoD, and PHS*, 36 (6), 284-289. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6590951/>



# Additional Resources to explore

An excellent set of fact sheets on health literacy tips and tools including using Teach-Back.

[https://www.chcs.org/media/CHCS\\_Health\\_Literacy\\_Fact\\_Sheets\\_2013\\_1.pdf](https://www.chcs.org/media/CHCS_Health_Literacy_Fact_Sheets_2013_1.pdf)

Always Use Teach-Back! Many resources on this method and this movement in healthcare.

<http://www.teachbacktraining.org/home>

Agency for Healthcare Research and Quality

Excellent US Government sponsored website with many resources to improve patient care

<https://www.ahrq.gov/health-literacy/about/index.html>



Thank you!



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