




Tribal/Urban Indian Local Dental Pilot Project

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CRIHB

The California Rural Indian Health Board, Inc.



Communicating with Your Patient—Using Teach-back

Problem

- ▶ 40-80 percent of the medical information patients receive is forgotten immediately.
- ▶ Nearly half of the information retained is incorrect.
- ▶ Patients with low literacy tend to ask fewer questions.

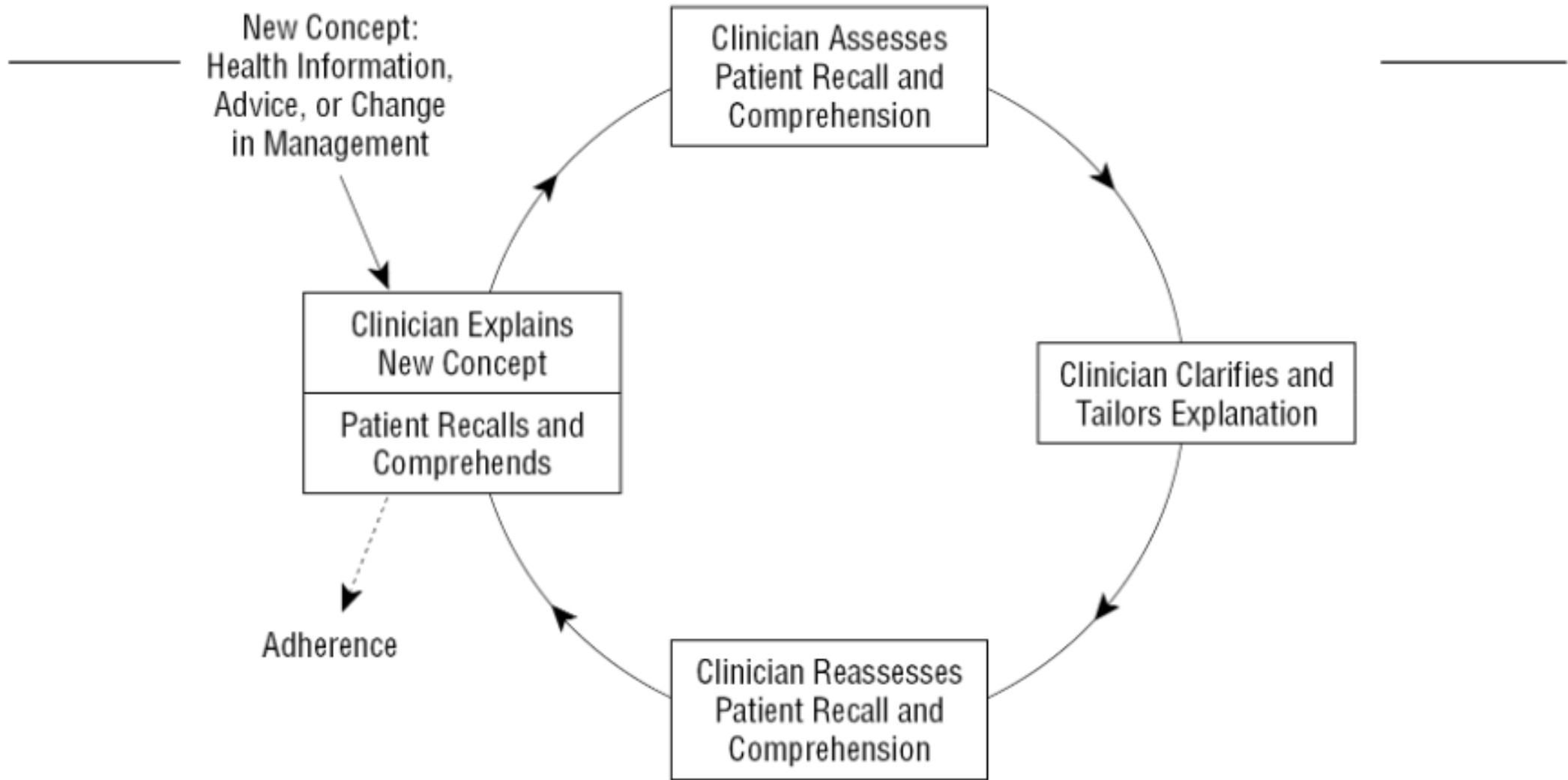
Solution

- ▶ **Teach-back**—a way to confirm that you have explained what the patient needs to know in a manner that the patient understands.

Teach-back is...

- ▶ A dialogue with the patient in which the provider gives information, then asks the patient to respond and confirm understanding *before* adding any new information.
- ▶ Asking patients to repeat in their own words what they need to know or do, in a non-shaming way.
- ▶ An indication of how well YOU communicated the information, NOT a "test" of the patient.
- ▶ The patient confirms understanding when they explain it back to you correctly.
- ▶ As you practice, you will identify explanations and communication strategies that are more successful.

Teach-back: Closing the Loop



Teach-back Testimonial

“I decided to do teach-back on five patients. With one mother and her child, I concluded the visit by saying, ‘So tell me what you are going to do when you get home.’ The mother just looked at me without a reply. She could not tell me what instructions I had just given her. I explained the instructions again and then she was able to teach them back to me. The most amazing thing about this ‘ah ha’ moment was that I had no idea she did not understand until I asked her to teach it back to me. I was so wrapped up in delivering the message that I did not realize that it wasn’t being received.”

Resident physician, pediatric office

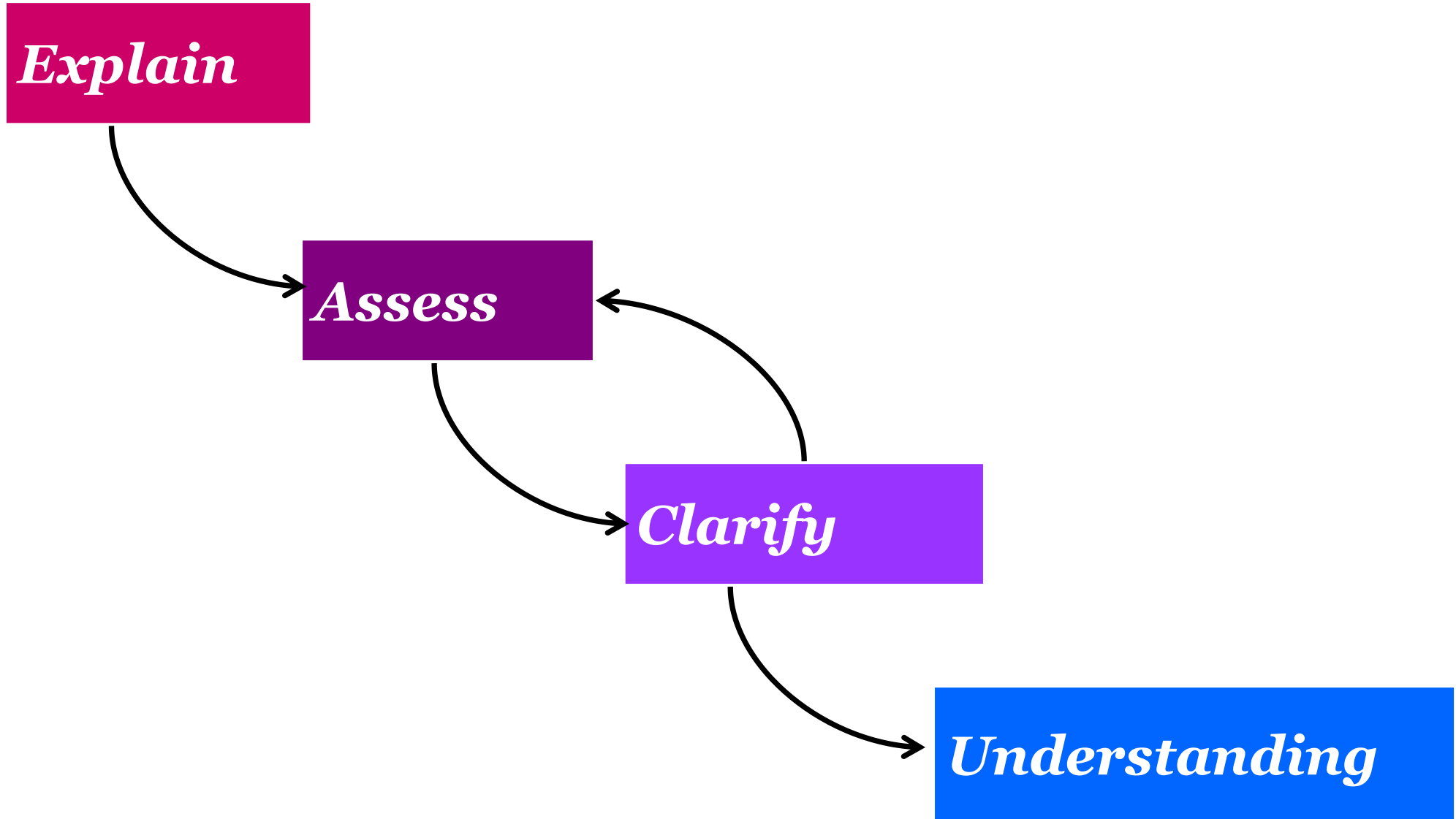
What do Patients Want to Know???

- ▶ Tell me what's wrong (briefly).
- ▶ Tell me what I need to **DO** and why.
- ▶ Emphasize the **benefits** (for me).
- ▶ Focus on “need-to-know” and “need-to-do.”

Key Elements of Effective Teach-back

- ▶ Use a caring tone of voice and attitude.
- ▶ Use comfortable body language/eye contact.
- ▶ Use Plain Language.
- ▶ Ask patient to explain back in his own words or show you how to do something.
- ▶ Use non-shaming, open-ended questions.
- ▶ Avoid yes or no questions.
- ▶ Take responsibility for explaining clearly.
- ▶ Explain again and re-check for understanding.
- ▶ Use reader-friendly materials to support teaching.
- ▶ Document use of teach-back.

Teach-back Process



Talking with Patients & Families

Always:

- ▶ Use Plain Language.
- ▶ Slow down.
- ▶ Break it down into short statements.
- ▶ Focus on the 2 or 3 most important concepts.
- ▶ Check for understanding using teach-back.

Plain Language

Instead of:

- ▶ Caries, carious lesion
- ▶ Anterior teeth, molars
- ▶ Bacteria, plaque
- ▶ Primary teeth
- ▶ Gingiva
- ▶ Oral
- ▶ Prevent
- ▶ Susceptible
- ▶ White spot lesion, decalcification

Try Saying:

- ▶ Cavity, tooth decay
- ▶ Front teeth, back teeth
- ▶ Germs
- ▶ Baby teeth
- ▶ Gums
- ▶ Mouth and jaw
- ▶ Keep from happening
- ▶ More likely to get
- ▶ White spot on tooth, beginning decay

Focus on the Most Important Message

- ▶ Case example: A 3-year-old child presents with several carious lesions on maxillary anterior teeth. Which message is the most important to convey to the parent?
 - Making a dental appointment as soon as possible
 - Cutting down on using a bottle at night
 - The importance of caring for baby teeth
 - The importance of brushing the child's teeth daily
 - The need to do a fluoride varnish treatment

Chunk and Check

- ▶ For more than one concept:
 - Teach 2-3 main points for the first concept and then check for understanding using teach-back.
 - THEN go to the next concept.

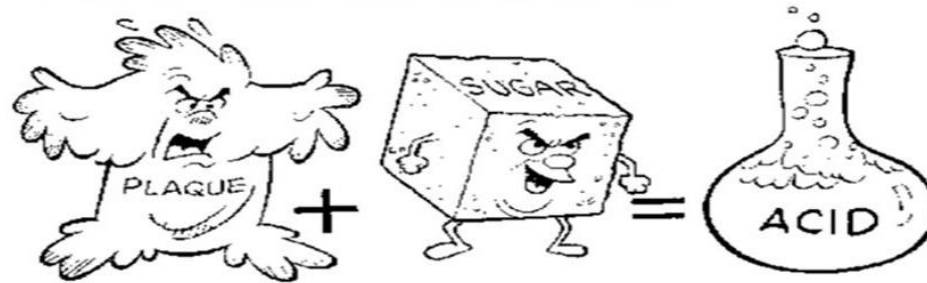


Teach-Back Questions

- ▶ “What are you going to do when you get home?”
- ▶ “Let’s make sure I covered everything. Tell me what you’re going to do.”
- ▶ “I want to be sure I explained everything clearly. Can you explain it back to me so I can be sure I did?”
- ▶ “What will you tell your husband about what we talked about today?”
- ▶ “We’ve gone over a lot of information about oral health today. In your own words, please review what we talked about. How will you make it work at home?”
- ▶ “I want to make sure we’re on the same page. Can you explain to me what your steps are when you get home?”

What if the Patient did not Understand?

- ▶ Say, “I must not have done a good job explaining. Let me try again.”
- ▶ Re-phrase if a patient does not understand. **Do not** simply repeat.
 - Create a simple drawing.
 - Show pictures or models.
 - Demonstrate a behavior.
 - Use simpler language.
 - Break up information into smaller segments—“chunking”
- ▶ Ask the patient to teach back the information again, using their own words, until you are comfortable that they really understand it.



What if the Patient did not Understand?

- ▶ If they still do not understand, consider other strategies like...
 - Including a family member
 - Taking a break or scheduling another opportunity
 - Asking another member of the team to explain



Common Teach-Back Errors

- ▶ Quizzing the patient at the end of the conversation.
- ▶ Using clinical jargon or other language that the patient may have difficulty understanding
- ▶ Appearing rushed, annoyed, or bored
- ▶ Asking yes/no questions like:
 - “Do you understand?”
 - “Do you have any questions?”
 - “Do you know how to use this toothbrush?”
 - “Are you clear on the steps?”



Teach-Back Challenge

- ▶ How can you phrase your teach-back questions? Brainstorm and discuss how we can ask questions as an Oral Health Care Coordinator.



Written Communication

- ▶ Written materials, when used alone, will not adequately inform.
- ▶ Patients prefer receiving key messages from their clinician with accompanying pamphlets.
- ▶ Pictures/demonstrations are most helpful to patients with low literacy.
- ▶ Most health drawings are too complicated.
- ▶ National Institutes of Health FREE publications
 - https://catalog.nidcr.nih.gov/OrderPublications/default.aspx?_ga=2.262498436.920543731.1516148427-2108062346.1504031459



Teach-Back Summary

- ▶ Responsibility is on the provider.
- ▶ Use a caring tone of voice and attitude.
- ▶ Use Plain Language.
- ▶ Ask patient to explain using their own words (***not*** yes/no).
- ▶ Document use of and response to teach-back.



Resources

- ▶ Health Literacy Universal Precautions Toolkit. Agency for Healthcare Research and Quality (AHRQ).
<https://www.ahrq.gov/sites/default/files/wysiwyg/professionals/quality-patient-safety/quality-resources/tools/literacy-toolkit/healthliteracytoolkit.pdf>
- ▶ Always use Teach-back! Training Toolkit
<http://www.teachbacktraining.org/>

Annual DTI Challenge

- ▶ \$500-\$1000 annual award for any program that meets or exceeds their access goal over baseline for each project year.
- ▶ The award is for showing a decreasing ratio of treatment to caries prevention for children age 0-20 years.
- ▶ We will figure it by dividing the number of children (0-20) enrolled in Medi-Cal for at least 90 continuous days who received caries treatment (the numerator) by the number of unduplicated children (0-20) enrolled in Medi-Cal for at least 90 continuous days who received any preventive dental service.

Annual DTI Challenge

| Year | \$500 | \$1000 |
|------|-----------------|------------------------|
| 2017 | 2-2.9% increase | At least 3% increase |
| 2018 | 4-4.9% increase | At least 5% increase |
| 2019 | 6-7.4% increase | At least 7.5% increase |
| 2020 | 8-9.9% increase | At least 10% increase |

Thank You!

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