



TEXAS TECH UNIVERSITY  
HEALTH SCIENCES CENTER™  
School of Nursing

# Health Literacy and Culturally Diverse Older Adults

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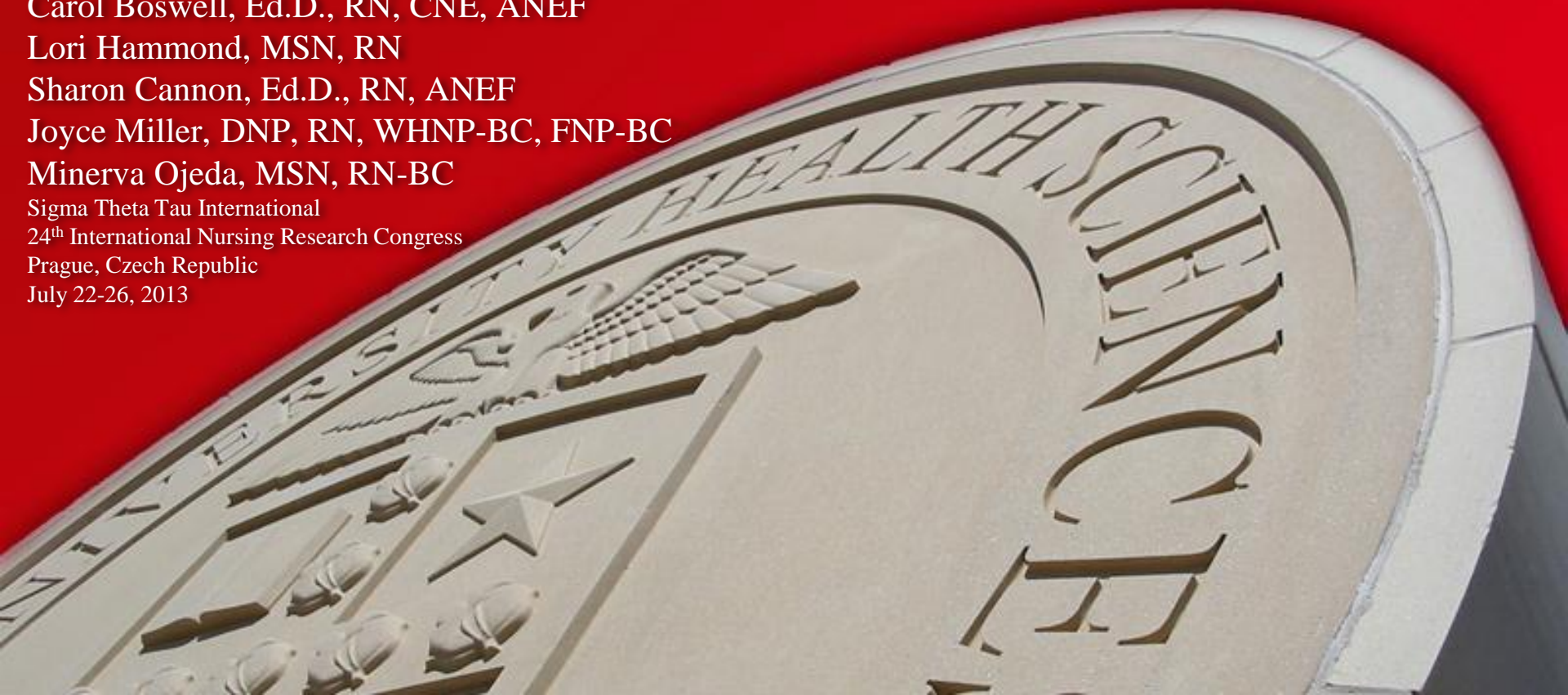
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# Objectives

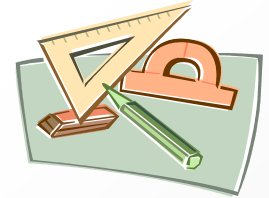
1. Describe the reliability and validity process for a health literacy assessment tool (HELP).
2. Apply the evidence-based process in a health literacy assessment with culturally diverse older adults.

Purpose/Target Audience: The purpose/target audience of this presentation is for health care providers, i.e., nurses who need to assess the health literacy level of older adults being discharged from the hospital. Dissemination of the research findings for an evidence-based project is focused on a health literacy tool in both English and Spanish.



# Health Literacy

## Definition



## Prior research associated with HELP (Health Education Level Performance) tool



## Rationale for HELP tool



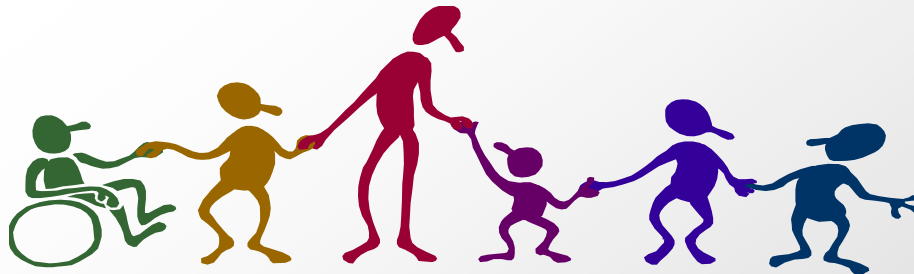
- Description of tool
- Rationale for 2 questions vs. 8 questions
- Translation into Spanish

## Partnership with Medical Center Hospital System



# Project

- ❑ Better outcomes for culturally diverse older adults
- ❑ Quantitative, descriptive study
- ❑ N= 220 (N=55 in each of 4 groups)
- ❑ Medical/surgical units – older adults
- ❑ Three individuals collected data
- ❑ SPSS



# Results

## ✓ Sample:

- ✓ 60% caregivers, 40% patients
- ✓ 64.5% Hispanic, 43.1% Anglo, 2% Other
- ✓ 43.5% Male, 65.5% Female



## ✓ 82.3% stated that they could read English

## ✓ Overall Correlation Co-efficient – .699 (strong relationship .6 to .8)

- ✓ English 2 question tool compared to 8 question tool (N=110) Correlation co-efficient - .65
- ✓ Spanish 2 question tool compared to 8 question tool (N=110) Correlation co-efficient - .749
- ✓ Spanish 8 question tool compared to English 8 question tool (N=110) Correlation co-efficient - .989 (very strong relationship .8 to 1.0)
- ✓ Spanish 2 question tool compared to English 2 question tool (N=110) Correlation co-efficient - .989

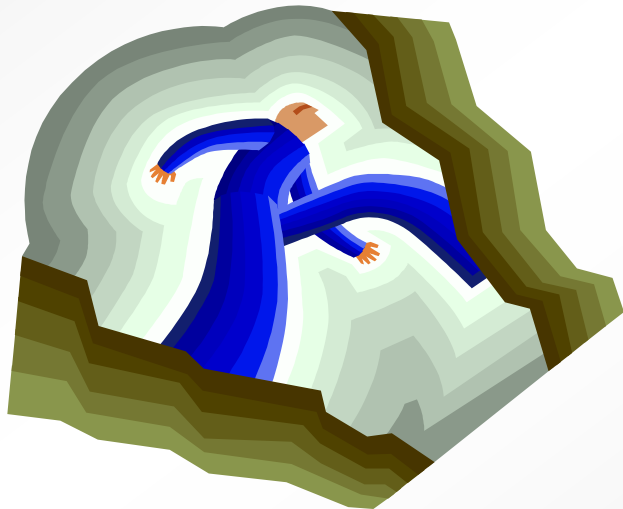
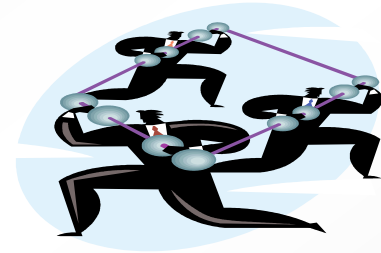
## ✓ Ability to read English impacts validity of the tool

- ✓ No significance difference – 2 question - .999
- ✓ Significance different – 8 question - .993



# Next Steps

- ⓐ Avoiding re-admissions
- ⓐ Next study ???
- ⓐ Dissemination of results in other venues



# Questions





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