

Nursing Education Research Conference 2018 (NERC18)

Putting Nursing Students at the Helm of Health Literacy

Joy Gioconda Borrero

Department of Nursing, Suffolk County Community College, Bayport, NY, USA

Abstract: Effective communication is a foundation of high-quality, patient-centered health care. Understanding health literacy is an essential attribute that health care professionals need to possess in order to promote effective partnerships with patients and their significant others. Nurses, especially, need to be involved in addressing the epidemic problem of low health literacy in the United States because they are responsible for the majority of patient, caregiver and community health education and communication. Nurses play a key role in providing health care information to individuals, families and groups in a variety of settings and therefore should be educated about the essentials of health literacy, its prevalence in society and its relationship to health outcomes. There are currently no standards for including health literacy training in the undergraduate nursing curriculum. A review of the current literature on health literacy shows no formal recommendations for how, where or how to include this topic in pre-licensure education. The research demonstrates that a gap in nursing education exists, but there has been relatively little research on health literacy and recommendation for nursing education. Results of the pilot study and actual study will be presented.

Purpose: The purpose of this study is to evaluate the effectiveness of a Health Literacy Module (HeLM) on health literacy knowledge, attitudes and skills of pre-licensure nursing students using a pretest and posttest approach in order to raise awareness, build the skills and improve knowledge of health literacy and the impact on patient outcomes.

Method: Pre-licensure baccalaureate nursing students (n=180) were invited to participate in this quasi-experimental study. Students completed the health literacy questionnaire: The Health Literacy Knowledge and Experience Survey (HL-KES) as both a pretest and a post test. The classroom sessions included the researcher designed components of the HeLM which included a power point presentation, videos, active learning strategies and what to include in a patient education health literacy "toolkit".

Findings: It is the hope of the researcher that the findings will support the inclusion of a practical approach to incorporating health literacy education into the nursing curriculum.

Title:

Putting Nursing Students at the Helm of Health Literacy

Keywords:

health literacy, nursing education and pre-licensure nursing students

References:

Dickens, C., Lambert, B.L., Cromwell, T. & Piano, M.R. (2013). Nurse overestimation of patient's health literacy. *Journal of Health Communication* 18, 62-69.

Hartman, E. (2014). Nurses lack skills to teach: Increasing undergraduate nursing skills related to patient education (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3611783).

Heinrich, C. (2012). Health literacy: the sixth vital sign. *Journal of the American Academy of Nurse Practitioners*, 24(4), 218-223.

Institute of Medicine (2004). Health Literacy: A Prescription to End Confusion. Retrieved from <http://www.iom.edu/Reporsts/2004/Health>

Knowles, M., Holton, E.F., & Swanson, R.A. (2015). *The adult learner: The definitive classic in adult education and human resource development* (8th ed). New York: Routledge, Taylor & Francis Group.

Lambert, M., Luke, J., Downey, B., Crengle, S., Kelaher, M. & Reid, S. (2014). Health literacy: health professionals' understandings and their perceptions of barriers that Indigenous patients encounter. *BMC Health Services Research*, 14, 614- 615.

Macabasco-O'Connell, A., & Fry-Bowers, E. K. (2013). Knowledge and perceptions of health literacy among nursing professionals. *Journal of Health Communication*, 16:295-307.

McCleary-Jones, V. (2012). Assessing nursing students' knowledge of health literacy. *Nurse Educator*, 37 (5), 214-217.

McCleary-Jones, V. (2016). A systematic review of the literature on health literacy in nursing education. *Nurse Educator*, 41(2), 93-97.

National Council of State Boards of Nursing (2016). www.ncsbn.org

Parnell, T.A. (2015). *Health literacy in nursing: Providing person-centered care*. New York: Springer Publishing Company.

Partnership for Clear Health Communication (PCHC). (2008). *What is health literacy?* Retrieved from <http://www.npsf.org/pchc/healthliteracy.php>

Richey, M.C. (2012). Registered nurses' perceptions of health literacy and its effect on patient self-efficacy and patient healthcare decisions. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3545855).

Scott, S.A. (2016) Health literacy education in baccalaureate nursing programs in the United States. *Nursing Education Perspectives*, 37(3), 153-158.

Sherwood, G. & Zomorodi, M. (2014). A new mindset for quality and safety: The QSEN competencies redefine nurses' roles in practice. *Nephrology Nursing Journal*, 41(1), 15-22.

Shieh, C. Belcher, A.E. & Habermann, B. (2013). Experiences of nursing students in caring for patients with behaviors suggestive of low health literacy: a qualitative analysis. *Journal of Nursing Education and Practice*, 3(2), 75-85.

Speros, C. I. (2011). Promoting health literacy: A nursing imperative. *Nursing Clinics of North America*, 4, 321-333.

Torres, R. & Nichols, J. (2014). Health literacy knowledge and experiences of associate degree nursing students: A pedagogical study. *Teaching and Learning in Nursing*, 9, 84-92.

Universal Precautions for Health Communications. (n.d.). Retrieved from <http://shop.medicallegalconcepts.com/Universal-Precautions-for-Health-Communication>

Zanchetta, M., Taher, Y., Fredericks, S., Waddell, J., Fine, C., & Sales, R. (2013). Undergraduate nursing students integrating health literacy in clinical settings. *Nurse Education Today*, 33, 1026-1023.

Abstract Summary:

This study evaluated the effectiveness of the Borrero Health Literacy Module (HeLM) on health literacy knowledge, attitudes and skills of pre-licensure nursing students. Pre-licensure baccalaureate nursing students were invited to participate in this study. The findings support the inclusion of health literacy education into the nursing curriculum.

Content Outline:

1. Introduction and background
 - a. Health literacy
 - b. Nursing Education
2. Methodology
 - a. Instrument
 - b. Student population
3. Results
4. Implications for future research
5. Recommendations for nursing education

First Primary Presenting Author

Primary Presenting Author

Joy Gioconda Borrero
Suffolk County Community College
Department of Nursing
Academic Chair
Bayport NY
USA

Professional Experience: 2016-present Academic Chair, Nursing Department. Suffolk County Community College, Michael J. Grant Campus, Brentwood, NY 1996-2016 Associate Professor of Nursing, Suffolk County Community College, Michael J. Grant Campus, Brentwood, NY Lecture, clinical and lab instructor for Fundamentals, Med-Surg I & II

Author Summary: Joy is currently Academic Chair of her nursing department at Suffolk County community College on Long Island. She has over 30 years of clinical experience in critical care and med-surg, and has been teaching at Suffolk for 20 years in the classroom, lab and clinical settings. Her doctoral journey has led her to her join her passion for health literacy with nursing education