


Collaborative Screening Skill-Building Series


End With Clarity: Summaries and Teachback

December 14, 2022, 12pm-1pm

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- Motivational Interviewing
- Trauma-Informed Care
- Empathic Inquiry
- Cultural Humility
- Health Equity



COLLABORATIVE SCREENING

Guidance for Person-Centered Inquiry

Collaborative Screening is a **person-centered approach** to gathering information and following up with referrals in health and social service settings that elevates the **perspective, expertise and autonomy** of the individual being served, rather than primarily focusing on the needs and requirements of the institution.

COLLABORATIVE SCREENING
Guidance for Person-Centered Inquiry

Principles of Trauma-Informed Care

- 1**
SAFETY
- 2**
TRUSTWORTHINESS & TRANSPARENCY
- 3**
PEER SUPPORT
- 4**
COLLABORATION & MUTUALITY
- 5**
EMPOWERMENT VOICE & CHOICE
- 6**
CULTURAL, HISTORICAL & GENDER ISSUES

This handout was produced under Project TRUST 2018-VT-BX-K015, awarded by the Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this program flyer are those of the contributors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

Sanar Institute
Reclaim Your Life After Trauma

PROJECT TRUST

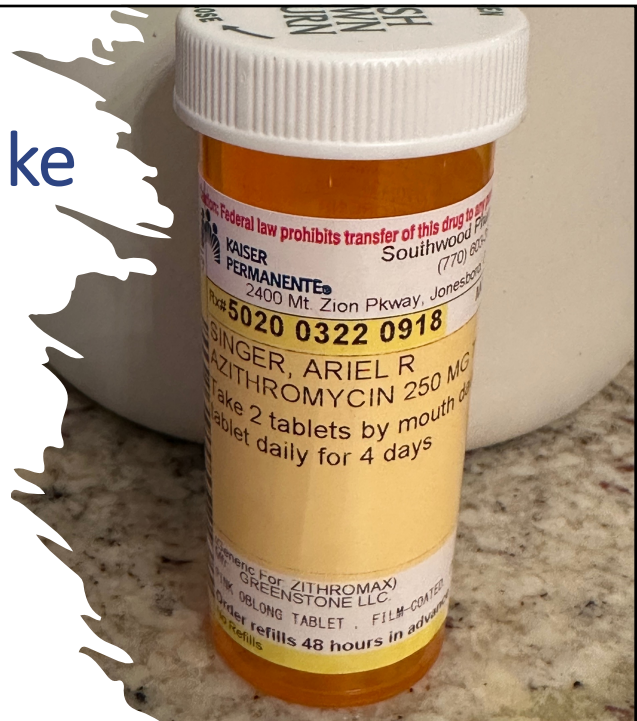
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Communication Behaviors
(verbal and non-verbal)

How would you take this medication?

Take 2 tablets by mouth daily for 1 day, then 1 tablet daily for 4 days.

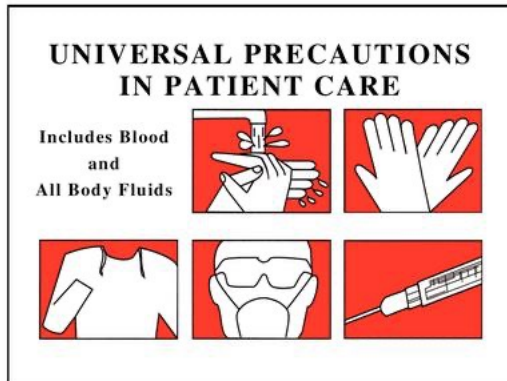


Health Literacy

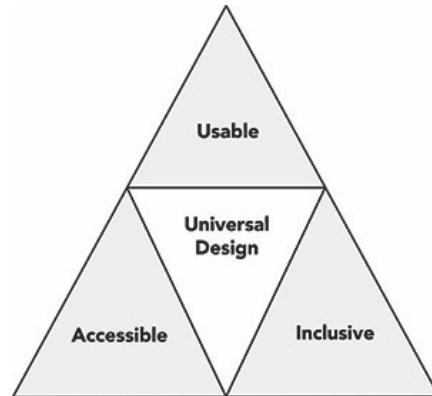


- **Personal health literacy** is the degree to which individuals have the *ability to find, understand, and use information* and services to inform health-related decisions and actions for themselves and others.
- **Organizational health literacy** is the degree to which organizations *equitably enable individuals to find, understand, and use information and services* to inform health-related decisions and actions for themselves and others.

Universal Precaution & Universal Design



https://www.pattersondental.com/Supplies/ProductFamilyDetails/PIF_106345
<https://www.cdc.gov/mmwr/preview/mmwrhtml/00000039.htm>



<https://www.washington.edu/doit/universal-design-education-principles-and-applications>

Principles of Trauma-Informed Care



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Plain Language in Speaking

- Short sentences
- Active voice
- Avoid jargon
- Chunk and check with teach-back

How does the presence of an interpreter change any of this?



- Lengthen appointment times to account for interpretation
- Always take responsibility for using plain language.
- Never expect the interpreter to translate clinical jargon into plain language in addition to translating into the patient's language.
- If possible, work with the same interpreter over time and make time outside of visits to discuss process improvement and collaboration with them.



Status Quo

<http://teachback.org/teach-back-standalone-videos/>

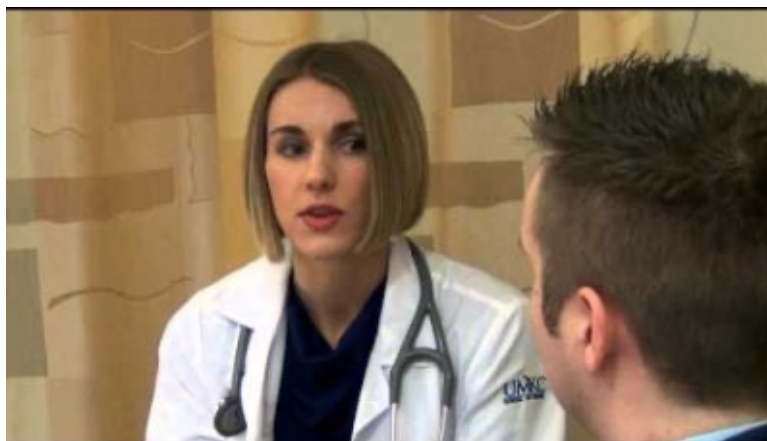


Chunk and Check

<http://teachback.org/teach-back-standalone-videos/>



Teach-back Without Chunk and Check



<https://www.youtube.com/watch?v=DcfPhZu2bi4>


Summaries

- Hit the highpoints
- End on the positive
- Check with patients to see if they agree with your summary
- Use summary as a launchpad for teach-back



10 Elements of Competence for Using Teach-back Effectively





1. Use a caring tone of voice and attitude.
2. Display comfortable body language and make eye contact.
3. Use plain language.
4. Ask the patient to explain back, using their own words.
5. Use non-shaming, open-ended questions.
6. Avoid asking questions that can be answered with a simple yes or no.
7. Emphasize that the responsibility to explain clearly is on you, the provider.
8. If the patient is not able to teach back correctly, explain again and re-check.
9. Use reader-friendly print materials to support learning.
10. Document use of and patient response to teach-back.




Teach-back Observation Tool

Care Team Member: _____ Date: _____
Observer: _____ Time: _____

Did the care team member...	Yes	No	N/A	Comments
Use a caring tone of voice and attitude?				
Display comfortable body language, make eye contact, and sit down?				
Use plain language?				
Ask the patient to explain in their own words what they were told to do about: <ul style="list-style-type: none"> Signs and symptoms they should call the doctor for? Key medicines? Critical self-care activities? Follow-up appointments? 				
Use non-shaming, open-ended questions?				
Avoid asking questions that can be answered with a yes or no?				
Take responsibility for making sure they were clear?				
Explain and check again if the patient is unable to use teach-back?				
Use reader-friendly print materials to support learning?				
Document use of and patient's response to teach-back?				
Include family members/caregivers if they were present?				



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http://higherlogicdownload.s3.amazonaws.com/HEALTHLITERACYSOLUTIONS/b33097fb-8e0f-4f8c-b23c-543f80c39ff3/UploadedImages/docs/Teach_Back_-_Observation_Tool.pdf