



What do we know about patients' understanding of their discharge information from an acute secondary care setting?

Integrated Review by Melinda Prekopa
2016.

AIM:

1. HOW WELL ADULT PATIENTS COMPREHEND THEIR DISCHARGE INSTRUCTION?
2. WHAT ARE THE CURRENTLY USED METHODS OF DELIVERING DISCHARGE INSTRUCTION?

Content

- ▶ Background
- ▶ Meaning of discharge instruction
- ▶ Aspects to consider
- ▶ Healthy Literacy
- ▶ Method
- ▶ Findings
- ▶ Discussion
- ▶ Conclusion
- ▶ References

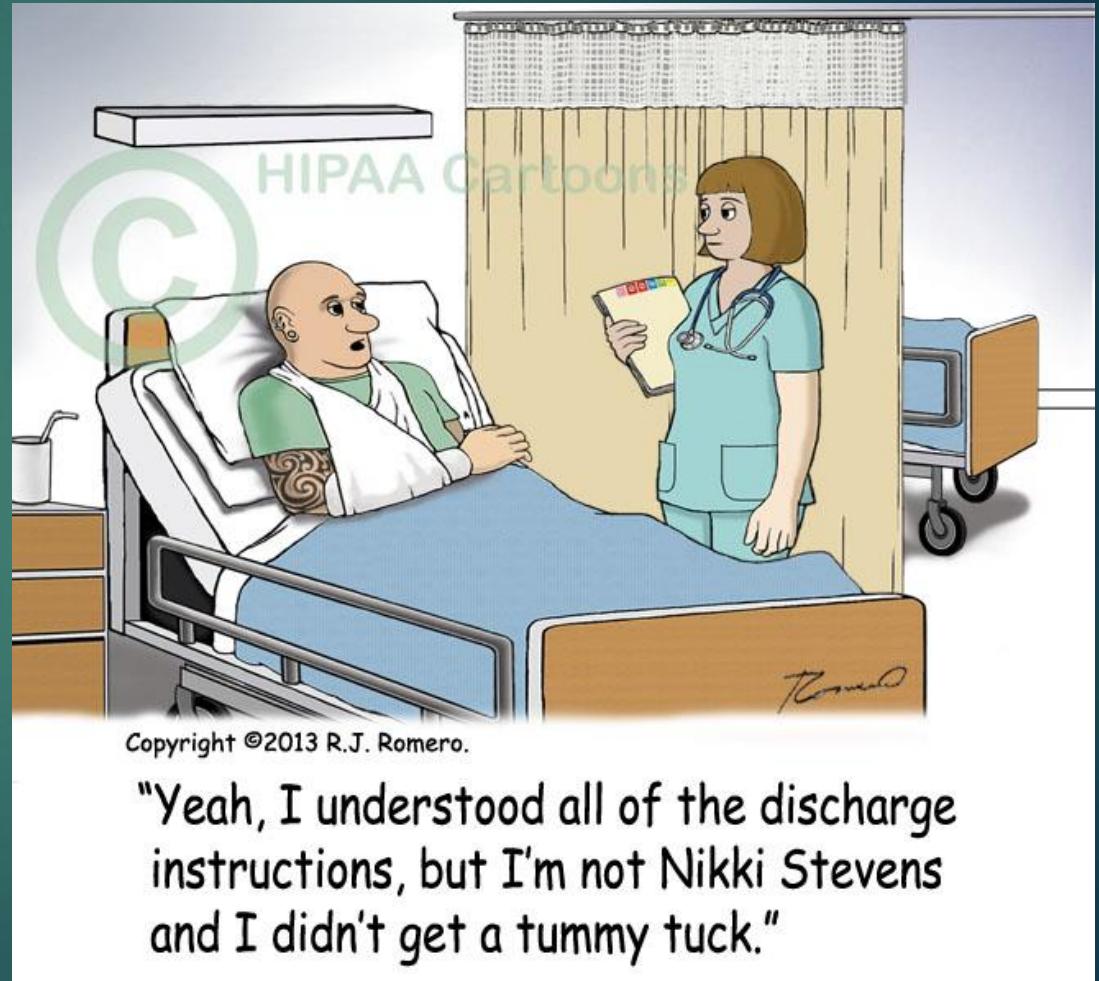
Background

- ▶ Personnel interest and practise
- ▶ Noticing Barriers: Patient related or Personal
- ▶ Verifying understanding
- ▶ Following outcomes
- ▶ Are we ready to examine, evaluate and challenge what we are doing?



Discharge instruction

- ▶ What is it?
- ▶ What forms are being used?
- ▶ Who is responsible for delivering it?
- ▶ “We always have done it this way”...



Aspects to consider

- ▶ What is best practise?
- ▶ Can we improve?
- ▶ Patient Centred Care
- ▶ Possible best health outcomes
- ▶ Maintaining or improving health
- ▶ Reducing readmissions
- ▶ Health Literacy



Health Literacy

- ▶ Meaning: “the degree to which an individual has the capacity to obtain, communicate, process, and understand basic health information and services to make appropriate health decisions” (Patient Protection and Affordable Care Act of 2010 Title V).
- ▶ National data
- ▶ International data

Method

- **15 Research articles**
- **2005 -2015**

- **Integrated Review**

Search terms:

discharge instruction;
patients' comprehension; and
patients' understanding

AIM:

How well adult patients comprehend their
discharge instruction?

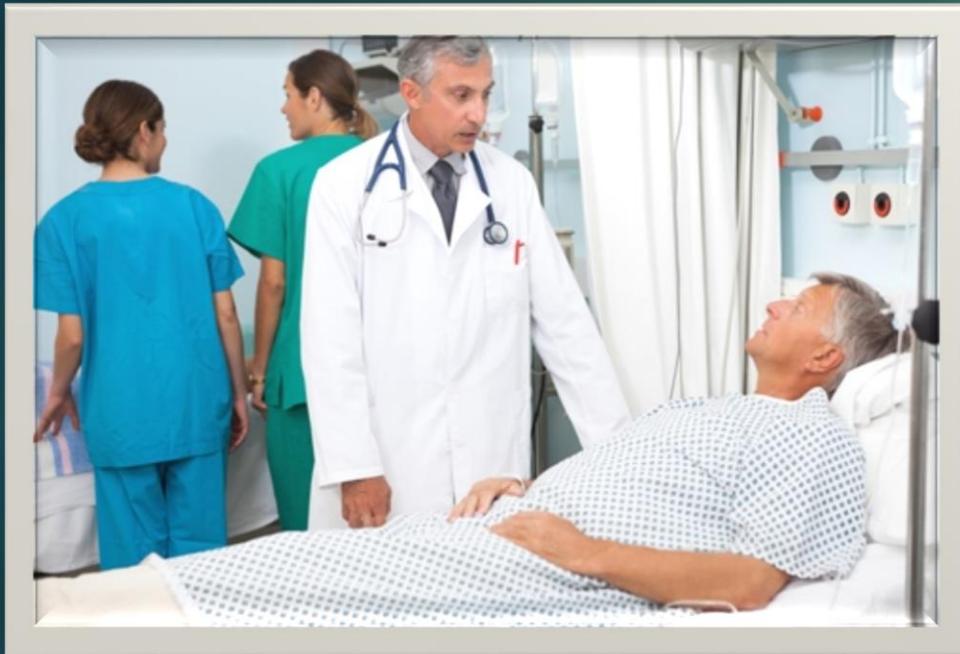
and

What are the currently used methods of
delivering discharge instruction?

Findings

- Lack of consistency in measuring
 - Incomparable findings
 - Combination of verbal and written discharge summaries

Discussion: The influencing factors of patients` comprehension



Human Factors

Patient:

- Age,
- Visual or hearing impairment,
- Cognitive impairment,
- Stress,
- Loss of control,
- Educational level,
- Language and background,
- Culture,
- Health literacy,
- Reading level,
- Family involvement

Health professional:

- Time restraint,
- Stress,
- Teaching method and style,
- Language: no medical jargon,
- Cultural sensitivity,
- Ability to estimate patients` capabilities correctly,
- Background of the professional,
- Broad Focus: meeting with patient where she/ he is,
- Checking for understanding,
- Allowing sufficient time for questions

Patients` understanding of discharge instruction

Circumstance

Environment:

- Noisy,
- Crowded,
- Chaotic,
- Unfamiliar,
- Hurried,
- Distraction filled,
- Fast-spaced

Resources:

- General or specific information,
- Pictures and design,
- Easy to read, letter size
- Every day language
- High-quality content
- Concise, clear
- Videos & Web sites

Conclusion

Ways to improve services:

- Use plain language
- Follow up phone call service
- Using technology for information
- Teach –back
- Involve family or support person



Questions



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