Diabetes Continuum of Care: Understanding Health Literacy to Improve Diabetes Outcomes

Tuesday, March 31, 2020
8 am HT / 11 am PT / 1 pm CT / 2 pm ET

Welcome!
We will begin in a few minutes
Diabetes Continuum of Care: Understanding Health Literacy to Improve Diabetes Outcomes

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ABOUT THE SERIES

Diabetes affects more than 30 million people in the United States. Multi-tiered efforts to prevent, treat and manage diabetes are critical in reducing the burden of diabetes, particularly for medically underserved racial and ethnic minority populations. In addition to higher prevalence, ethnic and racial minority patients with diabetes have higher mortality and higher rates of diabetic complications.

To combat and continue the national conversation around diabetes, 14 National Cooperative Agreement (NCA) organizations have partnered to create a four-part national learning webinar series to engage health centers, Primary Care Associations (PCAs), and Health Center Controlled Networks (HCCNs) to increase foundation knowledge of effective strategies to prevent, treat, and manage diabetes among special and vulnerable Health Center Program patients.

This year’s national learning series is sponsored by HRSA and focused on team-based care, patient health literacy, and community engagement to address diabetes.

For information about the Diabetes National Learning Series, visit diabetes.aapcho.org today.
Special and Vulnerable Populations Task Force Members:

AAPCHO
Association of Asian Pacific Community Health Organizations

CSH

FARMWORKER JUSTICE

Health Outreach Partners

Migrant Clinicians Network

MCN

National Center for Equitable Care for Elders

NCFH
National Center for Farmworker Health, Inc.

NCHPFA
National Center for Health in Public Housing

National Health Care for the Homeless Council

National LGBT Health Education Center

A program of The Fenway Institute

NNOHA
National Network for Oral Health Access

National Nurse-Led Care Consortium
a PHMC affiliate

School-Based Health Alliance
Redefining Health for Kids and Teens

For more information on our NCA Partners, visit diabetes.aapcho.org
Health centers play a vital role in the national response to the COVID-19 virus

COVID-19 Resources for Health Centers by 20 NCAs and partnering organizations

COVID-19 and Diabetes
COVID-19 and Diabetes

- People with diabetes are **not more likely** to get COVID-19 than the general population.

- People with **underlying chronic medical conditions** like heart, lung disease, or diabetes seem to be at higher risk for developing more serious symptoms and complications when infected with the virus.

- If one's diabetes is well-managed, the risk of getting severely sick from COVID-19 is **about the same** as the general population.

Source: American Diabetes Association (2020), CDC (2020)

**Resources**
- American Diabetes Association
- Association of Diabetes Care and Education Specialists
- CDC
- Joslin Diabetes
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NCA Faculty & Speakers

Arielle Mather, MPH
Program Manager
National Center for Equitable Healthcare for Elders

Rebecca Young, MA
Senior Project Manager,
Community Engagement
Farmworker Justice

Cindy Selmi
Executive Director
Health Outreach Partners
LEARNING OBJECTIVES

- Explain the importance of health literacy for successful self-management of chronic conditions
- Describe the impact that low health literacy has on diabetes prevention and outcomes among patients from Special and Vulnerable Populations (SVP)
- Develop practical strategies to communicate health information and help patients build health literacy skills over time
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TODAY'S PANELISTS

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Defining Health Literacy

The Patient Protection and Affordable Care Act of 2010 defines health literacy as 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

Visit the CDC’s Health Literacy website: https://www.cdc.gov/healthliteracy/index.html
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Health literacy involves:

- Finding and understanding health information and services
  
  ...and using that information to make appropriate health decisions.

- A complex group of reading, listening, analytical, and decision-making skills
  
  ...and the ability the apply these skills to health situations.

Learn more: https://medlineplus.gov/healthliteracy.html; https://nnlm.gov/initiatives/topics/health-literacy
Sometimes translation and interpretation alone are not sufficient:

- Not all words and/or concepts translate directly from one language to another
- Patients may have weak literacy or numeracy skills in their native language, and communication may be too technical
- Context of communication matters (e.g. physical location, shared or different experiences)

Adapted from the CDC: Translation and Interpretation Are Necessary but Not Complete Solutions
What does low health literacy look like: a case study

Roberto is a Mam-speaking farmworker from Guatemala. He is in his late 60’s and works in the strawberry fields of Santa Maria, CA. Although he is able to communicate in very basic Spanish, he is much more comfortable in his native language. He lives with his daughter and son-in-law, also both Mam speakers, and his young granddaughter who has learned Spanish through her peers in school. At a recent appointment, Roberto learned that he has diabetes. He had been losing weight and experiencing a lot of thirst at night for the past several months. He remembered his father had experienced these same symptoms at about his age, was diagnosed with diabetes, but then passed away from complications several years later. Because of his father’s untimely death, Roberto has been scared to go to the clinic. However, his daughter convinced him to go. At the clinic, Roberto had the help of a Spanish interpreter, but unfortunately, there wasn’t anyone available who spoke Mam. His daughter came into the room to try to help as well when he was being given his treatment directions, but struggled to understand the specifics. The doctor was behind in his schedule and only made a cursory check to ensure that Roberto knew the steps he needed to take. At one point the doctor asked Roberto if he had any questions. Roberto glanced away and then asked his daughter to explain he would look at the materials at home. However, when Roberto and his daughter arrived home they felt unsure about how to handle the diabetes diagnosis.
Poll Question #1

Why do you think Roberto didn't ask more questions about his diagnosis and treatment plan?
What are clues that Roberto does not understand what the clinician is telling him?
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Poll Question #3

What clinical support and community resources would be helpful for patients like Roberto?
What is the impact of low health literacy?

A patient with poor health literacy is less likely to:

- Fully understand diagnosis
- Follow prescription labels, physician instructions for treatment
- Access preventive care

And is more likely to:

- Have higher rates of complications and poor outcomes, especially with chronic conditions like diabetes
- Utilize expensive, urgent/emergency healthcare services
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Barriers to improving health literacy

- Limited self-confidence to make changes or manage condition
- Health messages are only communicated in one way (often just in print)
- Provider has limited awareness of cultural differences
- Lack of time to explain information or allow for questions
- Lack of follow-up on progress or challenges
Population factors affecting health literacy

Populations most likely to have low health literacy rates:

- Adults older than 65 years of age
- Minorities
- Refugees and immigrants
- People with less than high school degree or equivalent
- Low-income or impoverished

Members of special/vulnerable populations are often also part of one or more of these populations
The importance of health literacy in diabetes control among special & vulnerable populations

- Lower health literacy affects overall level of understanding of diabetes treatment
- Affects ability to read food labels/interpret blood glucose test results (numeracy/math skills)
- Helps patients be proactive in clinic visits
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Special considerations: agricultural workers

- 76% foreign born, with Spanish being the dominant language
  - Culturally, linguistically appropriate resources limited
  - On average have an 8th grade education level
- Lack of social support networks
  - Social exclusion, isolation
  - Travel alone, without family
- Underutilization of (health) services
  - 63% of MSAWs report having no health insurance
  - 37% have not seen U.S. healthcare provider in 2 years
- High burden of chronic illness (diabetes, hypertension, asthma, etc.)
  - Detailed treatment/care management
- Lack of access to evidence-based consumer health information
  - Geographic and linguistic limitations, poor internet connectivity
Special considerations: older adults

- Diverse group - not all older adults are alike
- High rate of chronic conditions - 69% have 2 or more
- Growing population: In 2014, 14.5% (46.3 million) of the US population was aged 65 or older and is projected to reach 23.5% (98 million) by 2060

May experience:

- Physical factors: Vision, hearing, mobility
- Cognitive factors: Short-term memory, distractions
- Need for caregiver support: Assistance with care plan
Need for Health Literacy in Diabetes Education and Prevention

Health literacy:

- Predicts utilization of preventive healthcare
- Is correlated with better understanding of health education
- Makes patients more likely to engage in health-promoting behaviors

Better health outcomes
Health literacy & diabetes among agricultural workers

- Actual prevalence unknown, but estimated to be between 6-8%
  - Indigenous communities tend to have a higher prevalence of diabetes than other communities
  - Increasing number of workers from indigenous communities in Mexico and Guatemala
- Contributing factors include:
  - Stress
  - Working conditions (including pesticide exposure and mobility)
  - Food insecurity
  - Cultural beliefs

To mitigate these factors, it's important that diabetes information and plans are tailored to incorporate the beliefs and everyday realities of agricultural worker patients
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Health literacy & diabetes in older adults

- 24.2 million adults over 65 have prediabetes (CDC)
- May be experiencing depression that is misdiagnosed or undertreated
- Medications affect them differently as they age
- Risk of hypoglycemia from overtreatment
- Need simplified regimens and slow changes
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**A team-based approach to improving health literacy**

1. Define process for assessing and documenting health literacy
2. Understand conditions that limit health literacy in patient population
3. Anticipate instances in which patients might have difficulty understanding health information
4. Provide diverse services to address individual need
5. Support self-management efforts
Assume that all patients may have difficulty understanding health information and accessing health services.

Precautions can look like:

- Simplifying communication with patients
- Making the office environment and health care system easier to navigate
- Supporting patients' efforts to improve their health

Learn more: AHRQ Health Literacy Universal Precautions Toolkit
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Strategies to increase patient health literacy

1. Communicate clearly
2. Use plain language
3. Check for understanding
4. Use positive messaging
5. Set goals for self-management
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Communicate clearly

In Writing:
- Short sentences
- Use white space & bullets
- Include pictures

In Conversation:
- Slow down the pace
- Repeat information
- Encourage questions
Use plain language

Plain language is writing designed to ensure the reader understands as quickly, easily, and completely as possible. It strives to be easy to read, understand, and use.

Written material is in plain language if your audience can:

1. Find what they need;
2. Use what they find; and
3. Use what they find to meet their needs

Learn more: plainlanguage.gov
Taking care of your diabetes

If you have diabetes, you need to:

• Check your blood sugar every day, and know what your blood sugar should be.

• Be aware of how much starch and sugar (carbohydrates) you eat at every meal.

• Be active every day!

• Take your diabetes medicines every day.

• Clean and look at your feet every day.

• Go to your doctor’s office for regular check ups.
The teach-back method:

- Repeat information
- Ask questions to patient about information presented
- Patient explains information back

Creating an activity plan:

- “My Week” worksheet for each participant OR large sheet of paper + Markers

1. Have participants talk in small groups about their typical after-school/after work activities; then ask about their children’s activities. Trainer writes down their ideas on a large sheet, and then together the group marks which ones incorporate movement or exercise.

2. Ask participants:
   a. What are three changes you would like to make in your family’s after-school/evening routine?
   b. What are some challenges you might face in making these changes?
   c. What support do you need to be successful in making these changes?

3. a. Circle parts of the day where there are no activities
   b. Ask participants what types of activities they might be able to do during these gaps!

4. Pass out “My Week” worksheet to participants and explain how they can use this resource at home.
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Use positive messaging

- Helps to dispel fear and increase potential for seeking testing or treatment
- Empowers patients to prevent and manage their diabetes
- Encourages patients to learn about diabetes and talk about it with others
- Combats stigma around diabetes
I'm worried I won't be able to eat any of the food at the party tonight. I'm diabetic now.

Don't hide away! Let's go to the store together and I'll show you how you can still make good healthy choices for yourself!

We will buy most of our food in the fresh section: vegetables, fruits, meats, and whole grains. If you're going to buy canned or packaged food...

...make sure you look at the label!

Hey! It's Ricardo! Where have you been?

Finally! Come eat!

I'm so excited to have some of these foods that I missed. There are still so many wonderful flavors to enjoy with diabetes, and many ways to celebrate!
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Set goals for diabetes self-management

- Patient-centered goals: eating, exercise, remembering medication, etc.
- Break down long-term goals into manageable and realistic steps

This week I will:
1. What?
2. How much?
3. When?
4. How often?
5. How confident are you that you can do this plan? (Scale of 1-10)
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Principles of Motivational Interviewing (MI) - OARS

MI is a person-centered approach that helps people prepare for change by exploring and resolving ambivalence (having mixed feelings). Some basic communication techniques are to use:

- Open-ended questions
- Affirming Language
- Reflective Listening
- Summarizing Information
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Self-efficacy

Belief in one's ability to succeed, particularly to complete a task or address a challenge.
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Guest Panelists

**Tamy Leung**
Program Coordinator, Shared Savings
Centers for Medicare and Medicaid Services (CMS)

**Maridolores Valentín**
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Question 1

What methods do you use to convey health information to your patients?
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Question 2

Are there "red flags" for low health literacy? What do those "red flags" look like?
How can you encourage patients with diabetes to ask questions or tell you if they don't understand something?
What can healthcare providers and staff do to promote clear communication with their patients?
Do you have a health literacy success story to share?
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Q & A
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Thank You!

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Rebecca Young - ryoung@farmworkerjustice.org

Cindy Selmi– cynthia@outreach-partners.org
CME/CNE Accreditation Available

- Please complete the post-webinar survey at the end to indicate whether you would like to receive CME/CNE units or a certificate of attendance.
- Please indicate whether you’d prefer an electronic or hard copy of your certificate.
- For questions, please contact Martha at malvarado@migrantclinician.org.
# Diabetes in Special & Vulnerable Population: A National Learning Series

## Webinar Topics

<table>
<thead>
<tr>
<th>Webinar #</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Tuesday, March 24</td>
<td>Diabetes Continuum of Care: Team-Based Care</td>
</tr>
<tr>
<td>#2</td>
<td>Tuesday, March 31</td>
<td>Diabetes Continuum of Care: Understanding Health Literacy to Improve Diabetes Outcomes</td>
</tr>
<tr>
<td>#3</td>
<td>Tuesday, April 7</td>
<td>Diabetes Continuum of Care: Effective Service Delivery Approaches to Improve Health Literacy</td>
</tr>
<tr>
<td>#4</td>
<td>Tuesday, April 14</td>
<td>Diabetes Continuum of Care: Pillars for Community Engagement</td>
</tr>
</tbody>
</table>

**Register Today at Diabetes.AAPCHO.ORG**
SAVE THE DATE FOR WEBINAR #3
Diabetes Continuum of Care: Effective Service Delivery Approaches to Improve Health Literacy

NCA Faculty:

MHP Salud
National Center for Farmworker Health, Inc.
National Center for Health in Public Housing

TUESDAY, APRIL 7, 2020
8 am HT / 11 am PT / 1 pm CT / 2 pm ET

REGISTER TODAY AT DIABETES.AAPCHO.ORG
For information about the Diabetes National Learning Series, visit diabetes.aapcho.org today.

Feel free to contact our NCA collaborating partners and speakers from today's webinar.

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