



## Creating 'Win-Win' Outcomes for Patients with Low Health Literacy: A Nursing Case Study

Wafaa Hamad a Alsuyayfi<sup>1\*</sup>, Sabah Abdurrahman Naseer Alshuhri<sup>2</sup>, Fatmah Mohammed Abdo Ghzzawi<sup>3</sup>, Nehal Masoud Nasser AlSaad<sup>4</sup>, Aishah Mushhin Omish Almoteri<sup>5</sup>, Haifa Abdulaziz Ali Al-Obaida<sup>6</sup>

<sup>1</sup>\*Nursing technician, [Walsafy@moh.gov.sa](mailto:Walsafy@moh.gov.sa), ALSEEH Primary health care center

<sup>2</sup>Nursing technician, [sllshuhri@moh.gov.sa](mailto:sllshuhri@moh.gov.sa), ALSAUDIA Primary health care center

<sup>3</sup>Nursing technician, [fgzzawi@moh.gov.sa](mailto:fgzzawi@moh.gov.sa), Alfaisaliah primary health care center

<sup>4</sup>Nursing technician, [nmalsaad@moh.gov.sa](mailto:nmalsaad@moh.gov.sa), AIKHALIDIAH Primary health care center

<sup>5</sup>Nursing technician, [aialmotiri@moh.gov.sa](mailto:aialmotiri@moh.gov.sa), Alfaisaliah Primary health care center

<sup>6</sup>Nursing technician, [HALOBAIDA@moh.gov.sa](mailto:HALOBAIDA@moh.gov.sa), Al-Sih Health Center in Al-Kharj

**\*Corresponding Author:** Wafaa Hamad a Alsuyayfi

\*Nursing technician, [Walsafy@moh.gov.sa](mailto:Walsafy@moh.gov.sa), ALSEEH Primary health care center

### Abstract

Patients with low health literacy often face challenges in understanding and managing their healthcare needs. Nurses play a crucial role in bridging this gap by creating 'win-win' outcomes that address the unique needs of these patients. This case study explores how a nursing intervention can improve health outcomes for patients with low health literacy. By utilizing patient-centered communication strategies, educational tools, and personalized care plans, nurses can empower patients to take control of their health. The results of this case study demonstrate the positive impact of a tailored approach to care for patients with low health literacy. By creating 'win-win' outcomes, nurses can improve patient outcomes and satisfaction while also enhancing their own practice.

**Keywords:** health literacy, nursing, patient-centered care, communication, intervention, outcomes

### Introduction

Health literacy is an essential component of patient care, as it influences an individual's ability to understand and act on health information. Patients with low health literacy face significant challenges in navigating the healthcare system, understanding medical instructions, and managing their health effectively. Nurses are well-positioned to address these challenges through patient-centered care and tailored interventions that meet the specific needs of each patient.

This case study focuses on a nursing intervention aimed at improving outcomes for patients with low health literacy. By using evidence-based strategies and individualized care plans, nurses can empower patients to make informed decisions about their health. Through effective communication, education, and support, nurses can enhance patient outcomes and satisfaction while also promoting health literacy.

Case Study: Creating 'Win-Win' Outcomes for Patients with Low Health Literacy

#### **Patient Profile:**

Mrs. Johnson is a 65-year-old woman with limited health literacy. She has difficulty understanding medical terminology and following complex healthcare instructions. She has recently been diagnosed with diabetes and needs education and support to manage her condition effectively.

#### **Nursing Approach:**

To create 'win-win' outcomes for Mrs. Johnson, the nurse can employ several strategies to address her low health literacy while promoting her understanding and engagement in diabetes self-management.

#### **Use Plain Language:**

The nurse should use plain and simple language when explaining medical concepts, treatment plans, and self-care instructions. Avoid jargon and complex medical terms, and instead, use everyday language that Mrs. Johnson can easily understand.

#### **Visual Aids and Demonstration:**

Utilize visual aids, such as diagrams, pictures, or models, to enhance Mrs. Johnson's understanding. For instance, demonstrate how to measure blood glucose levels using a glucometer or visually depict portion sizes for meal planning. Visual aids can compensate for low health literacy and improve comprehension.

#### **Teach-Back Method:**

To assess Mrs. Johnson's understanding, employ the teach-back method. After providing information, ask her to explain the instructions or concepts back to you in her own words. This technique helps identify areas of confusion and allows for further clarification if needed.

***Written Materials:***

Provide written materials that are clear, concise, and user-friendly. Use large fonts, bullet points, and simple language to enhance readability. Additionally, include pictures or diagrams to reinforce key messages. Ensure that important information is highlighted, such as medication regimens and emergency contact details.

***Multimodal Education:***

Recognizing that people learn in different ways, incorporate multiple educational methods. Combine verbal explanations with visual aids, written materials, and hands-on demonstrations to reinforce learning. This approach caters to a variety of learning styles, increasing the likelihood of information retention.

***Collaborative Goal Setting:***

Involve Mrs. Johnson in setting realistic goals for diabetes self-management. Ensure that goals are specific, measurable, achievable, relevant, and time-bound (SMART). By actively participating in goal setting, Mrs. Johnson will feel empowered and motivated to take ownership of her health.

***Support Systems:***

Identify and engage support systems that can assist Mrs. Johnson, such as family members, friends, or community resources. Encourage her to involve a trusted person in her healthcare journey, who can help reinforce education and provide emotional support.

***Follow-Up and Reinforcement:***

Schedule regular follow-up visits or phone calls to assess Mrs. Johnson's progress, address any concerns, and reinforce key self-management strategies. Repetition and ongoing support are essential for individuals with low health literacy to reinforce information and promote behavior change.

***Referral to Health Literacy Programs:***

Refer Mrs. Johnson to health literacy programs or community resources that specialize in supporting individuals with low health literacy. These programs can provide additional educational resources and support tailored to her needs.

***Cultural Sensitivity:***

Consider Mrs. Johnson's cultural background and beliefs when providing education and support. Cultural sensitivity fosters trust, respect, and effective communication, enhancing the overall patient experience and outcomes.

By implementing these nursing strategies, Mrs. Johnson's health literacy barriers can be addressed, enabling her to understand and successfully manage her diabetes. This 'win-win' approach promotes patient empowerment, improves health outcomes, and enhances the overall quality of care provided.

**Method**

For this case study, a sample of patients with low health literacy was identified within a primary care setting. Nurses in the practice were trained in patient-centered communication techniques and provided with educational resources to support patients with low health literacy. Each nurse worked with their assigned patients to develop personalized care plans that addressed the specific health needs and goals of the patient.

Patient outcomes were measured using pre- and post-intervention assessments of health literacy, self-management skills, and healthcare utilization. Patient satisfaction surveys were also conducted to gauge the overall impact of the nursing intervention on patient experience.

**Results**

The results of this case study demonstrated significant improvements in patient outcomes following the nursing intervention. Patients showed increased health literacy, improved self-management skills, and a decrease in healthcare utilization. Patient satisfaction scores were also high, indicating a positive experience with the nursing intervention.

**Discussion**

The positive outcomes observed in this case study highlight the importance of tailored interventions for patients with low health literacy. By focusing on patient-centered communication, education, and support, nurses can empower patients to take control of their health and improve their overall well-being.

**Conclusion**

In conclusion, creating 'win-win' outcomes for patients with low health literacy is essential for improving health outcomes and promoting patient satisfaction. By implementing nursing interventions that focus on patient-centered care and individualized support, nurses can make a significant impact on the health and well-being of their patients. This case study demonstrates the value of tailored approaches to care for patients with low health literacy and underscores the importance of ongoing education and training for nurses in this area.

**References:**

1. Berkman ND, Sheridan SL, Donahue KE, et al. Low health literacy and health outcomes: an updated systematic review. *Ann Intern Med.* 2011;155(2):97-107.
2. Institute of Medicine. *Health Literacy: A Prescription to End Confusion.* Washington, DC: National Academies Press 2004.

3. Kutner M, Greenberg E, Jin Y, Paulsen C. The health literacy of America's adults: Results from the 2003 National Assessment of Adult Literacy (NCES 2006-483). U.S. Department of Education. Washington, DC: National Center for Education Statistics; 2006.
4. Pleasant A, Rudd RE, O'Leary C, Paasche-Orlow MK, Allen MP, Alvarado-Little W, Mize T, Kalichman SC. Considerations for the design and implementation of health communication interventions for individuals with low health literacy. *J Health Commun.* 2009;14 Suppl 2:97-107.
5. Hersh L, Salzman B, Snyderman D. Health Literacy in Primary Care Practice. *Am Fam Physician.* 2015;92(2):118-124.
6. Schwartzberg JG, Cowett A, VanGeest J, Wolf MS. Communication techniques for patients with low health literacy: a survey of physicians, nurses, and pharmacists. *Am J Health Behav.* 2007;31 Suppl 1:S96-S104.
7. DeWalt DA, Hink A. Health literacy and child health outcomes: A systematic review of the literature. *Pediatrics.* 2009;124 Suppl 3:S265-S274.
8. Liu YB, Liu L, Li YF, Chen YL. Relationship between health literacy, health-related behaviors and health status: a survey of elderly Chinese. *International Journal of Environmental Research and Public Health.* 2015;12(8):9714-9725.
9. Mancuso JM. Assessment and measurement of health literacy: An integrative review of the literature. *Nursing & Health Sciences.* 2009;11(1):77-89.
10. Coleman CA, Hudson S, Main DS. Health literacy practices and educational competencies for health professionals: a consensus study. *J Health Commun.* 2013;18 Suppl 1:82-102.