LEARNING OBJECTIVES

On completion of the chapter, the reader will be able to:

1. Identify key national institutions that have made health literacy a national priority.
2. Discuss the prevalence of low health literacy in the United States.
3. Describe groups of people that are at higher risk for low health literacy.
4. Explain the association between limited health literacy and misunderstanding of prescription labels.
5. Cite examples of skills necessary for medication management that are challenging for patients with limited health literacy.
6. Assess the evidence available on how health literacy levels may affect medication adherence.
7. Describe the effect of health literacy on the all-cause mortality of community-dwelling elderly persons.
8. Estimate the amount of verbal counseling provided to patients by prescribers and pharmacists.
9. List common signs or clues that may suggest a person has limited health literacy skills.
10. Explain what is meant by “universal precautions” in the context of health literacy.
11. Compare and contrast between three different health literacy tests.
12. Apply recommended strategies in order to obtain a complete medication history.
13. List 10 strategies to enhance clear communication on medication management.
14. Design a counseling session using the “teach-back” method.