**Teach-Back – A RoadMap to Sustainability:**

**Getting Started – Becoming a Practice – Making an Impact**

Teach-back is an evidence-based health literacy intervention that promotes patient engagement, self-management skills and patient safety. The teach-back method has demonstrated positive effects in a wide range of health care outcomes.1 Organizations using teach-back have shown positive outcomes with improved patient satisfaction.2

This roadmap outlines and describes the activities to develop, implement, and evaluate the effectiveness of teach-back within your organization. It includes links to useful on-line teach-back tools and resources for teach-back implementation, training and evaluation.

**Aim**

Health information will be provided to individuals and their families in a way they can understand and utilize by:

* Developing an interdisciplinary teach-back implementation plan;
* Training direct care staff and providers in the teach-back communication method; and
* Evaluating the effectiveness of the implementation, training, and utilization of teach-back.

**Outcome**

* Increased confidence and conviction of staff to use teach-back
* Improved patient outcomes
* Increased satisfaction of individuals and their families with received communication and instruction

***Getting Started* | Preparing Your Organization**

1. **Review teach-back resources**

Take time to become acquainted with the teach-back tools and resources highlighted throughout this toolkit. Consider how and with whom the various resources could be used in your teach-back training process. You may also use the [Teach-Back Roadmap Checklis](https://greatplainsqin.org/wp-content/uploads/2022/10/Great-Plains-QIN-Teach-Back-Training-Checklist.docx)t to track your progress.

1. **Obtain your organization’s leadership buy-in**

**Consider** how you will introduce teach-back to your organization’s leadership, e.g., via email or in-person. The financial resources needed for teach-back are modest. The time needed to train direct care staff and providers is minimized by incorporating the teach-back self-study and skills clinic of the *Teach-Back Roadmap*.

1. Provide your organization’s leadership the [AHRQ Implementation Quick Start Guide: Teach-Back](https://www.ahrq.gov/sites/default/files/wysiwyg/professionals/quality-patient-safety/patient-family-engagement/pfeprimarycare/teach-back_quickstart_brochure.pdf)
2. Introduce teach-back using the [What is Teach-Back? Video](https://www.youtube.com/watch?v=bzpJJYF_tKY) [1 min., 21 sec.].
3. Develop your teach-back talking points for your organization’s leadership by customizing the following:

***The Need:*** *Low health literacy is directly related to extra hospital stays, longer hospital stays, increased emergency department visits, medication errors, missed appointments, and a generally higher level of illness.3Approximately only 12% of English-speaking American adults were proficient at understanding and acting on health information4 and 40-80% of medical information was forgotten immediately..5 Nearly half the information was remembered incorrectly.6*

***Staffing:*** *Since teach-back is incorporated into healthcare professionals’ and staff regular duties, there is no need for additional staff.*

***Time:*** *The development of teach-back proficiency requires time.* *Teach-back training requires approximately one-hour self-study and attendance at a 60-90 minute teach-back clinic. Minimal additional time is needed for periodic assessment.*

***Cost:*** *The cost of teach-back includes time for teach-back strategic planning, training, implementation, and ongoing evaluation of teach-back effectiveness. Material costs include printing of teach-back training materials and resources for staff and patients.*

1. **Identify individuals for the teach-back implementation team.**
   1. Teach-back implementation team goal: Teach-back becomes an Always Event®, i.e., a standard of care within your organization.
   2. Teach-back implementation team roles include:

**Teach-back champion(s)** - Individual(s) who have developed a level of teach-back competency that enables them to train and coach others in their use of the teach-back communication method. They will also provide guidance in integrating, evaluating, and refining the teach-back process including developing the training process.

**Oversight team members** - A cross-section of key representatives and stakeholders committed to successful implementation of teach-back.

* 1. Instruct members of the teach-back implementation team to review the teach-back tools and resources.
* [What is Teach-Back? Video](https://www.youtube.com/watch?v=bzpJJYF_tKY) [1 min., 21 sec.]
* [AHRQ Implementation Quick Start Guide: Teach-back](https://www.ahrq.gov/sites/default/files/wysiwyg/professionals/quality-patient-safety/patient-family-engagement/pfeprimarycare/teach-back_quickstart_brochure.pdf)
* [Coaching to Always Use Teach-back](http://www.teachbacktraining.org/coaching-to-always-use-teach-back)

1. **Develop your teach-back implementation strategy in collaboration with your implementation team.**

Use the *Teach-back Roadmap* resources as a guide to determine how, when, and who will use teach-back.

[IHI Always Events Toolkit](http://www.ihi.org/resources/Pages/Tools/Always-Events-Toolkit.aspx) (free download after registering at IHI.org)

[IHI QI Essentials Toolkit: Project Planning Form](http://www.ihi.org/resources/Pages/Tools/Quality-Improvement-Essentials-Toolkit.aspx) (free download after registering at IHI.org)

Consider how your teach-back aim will reflect the voice of your patient, residents or clients.

**Example:** “*I always know what to do when I get home, but if not, I know who to contact*.”

Start teach-back implementation in a smaller population, e.g., a specific unit or department, discipline, etc. This enhances evaluation of your teach-back training and implementation strategy. Where you initiate teach-back implementation and training will depend on your organization’s mission and individuals providing the service.

**Consider** how you will incorporate teach-back into your current workflows, standards of care and available technology.

1. **Introduce the teach-back communication method to staff**
   1. Draft a staff and provider teach-back introductory email/newsletter message which includes your teach-back aim statement. Modify the following as appropriate for your organization:

***Why is teach-back important for our patient/clients/residents?***

*As healthcare professionals, we often overestimate individuals’ level of understanding. Nine out of ten adults struggle to understand and use health information when it is unfamiliar, complex or jargon-filled. Health literacy can be improved if we practice clear communication strategies and techniques by using familiar concepts, words, numbers and images presented in ways that make sense to those who need the information.5*

***Why is teach-back important for us?***

*Teach-back is important because limited health literacy costs the healthcare system money and results in higher than necessary patient* *morbidity and mortality.5*

* 1. There are a variety of teach-back videos that could be used to introduce the teach-back communication method depending on the targeted audience. Select the teach-back video that is most appropriate for your teach-back implementation participants. Include the selected teach-back video link in your communication.

| Video | Length | Intended Audience |
| --- | --- | --- |
| [What is Teach-Back? Video](https://www.youtube.com/watch?v=bzpJJYF_tKY) | 1 minute, 21 seconds | All Staff |
| [What the Heck is Teach-back](https://www.bing.com/videos/search?q=teach-back++video&&view=detail&mid=DCDC576F5086467842E3DCDC576F5086467842E3&rvsmid=4DE1F6E9E648EEEFED524DE1F6E9E648EEEFED52&FORM=VDQVAP) | 4 minutes, 53 seconds | All Staff |
| [Physician Experience about Learning Teach-back](https://vimeo.com/50438603) | 3 minutes, 3 seconds | Physicians, Nurse Practitioners, and Physician Assistants |
| [The Teach Back Method](https://www.youtube.com/watch?v=ErNvyBCAsms) | 4 minutes, 46 seconds | Physicians, Nurse Practitioners, and Physician Assistants |
| [Using Teach Back Method: Scheduling an Appointment](https://www.bing.com/videos/search?q=hospice+teach+back+method+videos&view=detail&mid=E596F024DEE24942B7EFE596F024DEE24942B7EF&FORM=VIRE) | 3 minutes, 23 seconds | Administrative Staff |

* 1. Follow-up to the teach-back introductory activity by incorporating teach-back discussion questions into regularly occurring meetings, e.g., change of shift, unit or department meetings are several examples.

**Questions:**

* What was it about the teach-back method that caught your attention?
* How do you think teach-back would benefit the patients/clients/residents and families we serve?

***Becoming a Practice* |Training Your Staff**

1. **Train staff how and when to use the teach-back communication technique**

Teach-back training can be accomplished using a two-step process involving the completion of a self-study module which is followed by a teach-back clinic. The teach-back clinic provides an opportunity to review key teach-back principles, practice using teach-back skills and coach individuals in his/her use of teach-back. Use this roadmap with your teach-back implementation team as your tool to develop your staff training.

**Training Objectives**

* Define the teach-back communication technique
* Explore the value of teach-back for patients, families, and healthcare personnel
* Describe the key elements of teach-back
* Demonstrate teach-back competency

1. **Phase I: Teach-Back Self-Study**

The teach-back self-study consists of completion of a teach-back online training module. The module provides an overview of the purpose, benefits and essential elements of teach-back. There are *two* online training options. Completion of *either* of the modules prepares trainees for the teach-back clinic. It takes approximately 30-45 minutes to complete either of the online modules.

* 1. Teach-back Implementation team/champion(s): Review and select the online module most appropriate for your intended audience.

**Teach-Back Online Training Modules Options:**

[Always Use Teach-back Interactive Module](http://www.teachbacktraining.org/interactive-teach-back-learning-module)

The interactive teach-back learning module describes teach-back and demonstrates its effectiveness as a health literacy intervention to improve patient-provider communication followed by video and interactive self-assessment questions. Module completion is documented by printing the last web page.

*Intended Audience:* Licensed Staff

*Note***:** Completion of the online module is documented by printing a copy of the last slide as directed at the conclusion of the training.

***OR***

[AHRQ Interactive Teach-back Module](https://dnjuo9wi5u1e9.cloudfront.net/action3/Teachback_ACTION_III_v13.7_HTML5/story_html5.html) included in [AHRQ’s Teach-Back Training Toolkit](https://www.ahrq.gov/professionals/quality-patient-safety/patient-family-engagement/pfeprimarycare/teachback.html)

An online self-study resource which explains the steps of the teach-back process, the role and value of teach-back in improving patient safety, and strategies for implementing teach-back. Includes an introduction to plain language.

*Intended Audience*: Licensed Staff

*Note*: Completion of the online module is documented by printing and signing a copy of the final web page including the date and time of completion.

* 1. Draft an email/newsletter/flyer message that outlines the teach-back process including the directions and links for the required teach-back self-study and date(s) and time(s) of the follow-up teach-back clinic.Modify the sample email as appropriate for your organization.

**Sample Email**

*Our organization is committed to improving the quality of care [service] we provide to the individuals we serve. Therefore, we will be implementing the teach-back communication method across all disciplines* [departments, programs]. *The teach-back communication method has demonstrated positive effects in a wide range of health care outcomes.*

*Our teach-back implementation and training plan will require completion of an on-line teach-back module (45-60 minutes) and participation in a teach-back clinic (60-90 minutes) which will provide an opportunity for review of key teach-back principles and practice using teach-back.*

*Required teach-back self-study:* [Insert link] *Completion of the on-line teach-back module is documented by* [Insert the directions for your selected online module.] *The online modules must be completed prior to participating in the teach-back clinic,* [date(s)] *and* [time(s)].

* 1. Completion of the self-study activity is required prior to participation in the teach-back clinic. See the Training Video notes for the instructions on documenting completion of the self-study portion of the teach-back training.

1. **Phase 2: Teach-Back Clinic**

The teach-back clinic includes a review of teach-back principles, a group exercise using plain language and teach-back demonstration which provides an opportunity for teach-back coaching. Plan 60-90 minutes for the teach-back clinic.

***Prior to Event***

1. Promote the Teach-Back Clinic (training).

A modifiable [Teach-Back Training Poster](https://greatplainsqin.org/wp-content/uploads/2022/10/Great-Plains-QIN-Teach-Back-Poster-1.docx) is available.

**Consider** when scheduling your teach-back clinic, allow sufficient time for participants to complete the self-study portion of the training prior to the clinic.

1. Teach-back implementation team reviews and selects teach-back clinic handouts/resources.

* [Are You Using Teach-Back?](https://www.ahrq.gov/sites/default/files/wysiwyg/professionals/quality-patient-safety/patient-family-engagement/pfeprimarycare/AreYouUsingTeachBack.pdf) (Always Use Teach-back!) - A quick method to measure the prevalence of teach-back utilization by staff for patient education. Instruct staff to date the tool. **Consider** using this tool periodically after training to measure teach-back utilization within your organization.
* [The Teach-Back Technique: Communicating Effectively With Patients (Merck) -](https://berkslancasterlebanonlink.files.wordpress.com/2014/07/hl-teachback-brochure.pdf) This non-branded booklet provides the framework for the teach-back clinic by providing helpful tips and interactive examples of the teach-back technique—a very useful resource (16 pages).
* [Keep It Simple for Safety](https://www.youtube.com/watch?v=XiBZjpy3ibs) (Arkansas Health Careers) - A 2-minute video for healthcare professionals illustrating the importance of using plain language when speaking with patients.
* [Teach-back Observation Tool](http://www.teachbacktraining.org/assets/files/PDFS/Teach%20Back%20-%20Observation%20Tool.pdf) ([Always Use Teach-back!)](http://higherlogicdownload.s3.amazonaws.com/HEALTHLITERACYSOLUTIONS/b33097fb-8e0f-4f8c-b23c-543f80c39ff3/UploadedImages/docs/Teach_Back_-_Observation_Tool.pdf) - A tool that can be used over time to measure staff’s conviction and confidence in using teach-back with patients.

1. Determine the patient education topic(s) for the teach-back clinic. The topic will guide the plain language exercise and teach-back coaching activities in the clinic.

* **Consider**, as appropriate, aligning the topic with the patient population of the staff being trained, a current initiative in your organization, etc. This will increase the relevance of teach-back training for your staff. Use educational materials currently in use within your organization.

1. Create the [Teach-back Plain Language Practice Worksheet](https://greatplainsqin.org/wp-content/uploads/2022/10/Teach-back-Practice-Worksheet.docx) to be used during your teach-back clinic.
2. The teach-back clinic outline is designed to not require a PowerPoint presentation. Handouts and resources are sufficient to lead the training. An optional [PowerPoint training template](https://greatplainsqin.org/wp-content/uploads/2022/10/Great-Plains-QIN-Teach-Back-PP-Presentation-Template.pptx) is available for you to modify according to your implementation plan.
3. Make copies of all the needed teach-back clinic handouts. (See step b and d above.)
4. Determine how you will conduct your teach-back utilization staff survey ([Are You Using Teach-Back?](https://www.ahrq.gov/sites/default/files/wysiwyg/professionals/quality-patient-safety/patient-family-engagement/pfeprimarycare/AreYouUsingTeachBack.pdf)). This survey provides you with a quick assessment of the training participants teach-back knowledge. The information is very useful for guiding the discussion that occurs during the Teach-back Clinic. Options include:

* Hardcopy - Include the *Are You Using Teach-Back?* document with the teach-back clinic handouts. Instruct participants to complete the document at the start of the clinic; then collect. A quick review of the completed documents will provide you valuable insight for discussion.
* Verbal - Include the *Are You Using Teach-Back?* document with the teach-back clinic handouts.

Script: *Each of you received a copy of a four-question survey titled, “Are You Using Teach-back?” The purpose of this tool is to assess our organization’s utilization of teach-back. It will help us understand how and if teach-back is being used on your unit* [in our department/facility] [across our organization].

* *With a show of hands, prior to this event who had reviewed any teach-back materials?* (Record response.)
* *Who typically uses the teach-back process with patients/residents?* (Record response.)
* *Are patient/resident teach-back materials available to patients?* (Use this question as appropriate. Record response.)
* *Is the use of teach-back encouraged in your* [unit, department/facility] [across our organization]? (Use this question as appropriate. Record response.)

*We just determined how teach-back is currently utilized* [on your unit, in your department/facility].

***Teach-Back Clinic***

1. **Welcome** staff and set the stage with actions to date and brief overview of Teach-Back Clinic [agenda.](https://greatplainsqin.org/wp-content/uploads/2022/10/Great-Plains-QIN-Teach-Back-Training-Agenda-Template.docx)
2. **Teach-back Discussion** (5 minutes)

Ask the following questions:

* *Who tested the use of teach-back with a patient after completing the teach-back self-study?*
* *What was your ‘take away’ from using teach-back?*

**Consider** reminding participants that teach-back is a new skill and like any new skill, it will seem awkward and uncomfortable but as their expertise improves so will their comfort level using teach-back.

1. **Teach-back Review** (15 minutes) – Use [The Teach-back Technique: Communicating Effectively With Patients](https://berkslancasterlebanonlink.files.wordpress.com/2014/07/hl-teachback-brochure.pdf)

(Merck) to guide the discussion:

* What is the **Teach-back Technique? (pg. 3**) Summarize the following:
* Teach-back is a communication technique used to help patients remember and understand the important information regarding their diagnosis, treatment or medication.
* It involves asking patients to recall and then explain or demonstrate the important information discussed during an interaction with their health care team.
* Why use the **Teach-back Technique? (pg. 3)**
* Poor communication between health care providers and their patients is a common problem.
* Discussion: *Who dislikes taking their cell phone/laptop in for repairs? Or maybe your car in for service? Why?*
* **Consider**, it is very likely that someone will make a comment about not understanding the IT technician’s or mechanic’s explanation of the problem and the remedy. Emphasize the unfamiliar language that is used or lack of understanding of electronics or mechanics.
* **Facilitator Response**: *Some of your answers – your experiences – are similar to what our* [patients/residents/clients] *experience in our* [facility/organization/service, etc.]. *There are a number of contributing factors.*
* **Consider** asking a volunteer(s) to read or comment on several of the poor communication factors. The **Health Care Provider Factors (pg. 3)** and **Patient Factors (pg. 4).**
* Summarize the teach-back technique:  **Teach-back – Assess – Repeat – Reassess** using ***How Do* *You Teach-Back*? (pg.5, Merck).**
* Review examples of ways to assess a patient’s understanding rather than asking, “Do you have any questions?” **[*The Medication Treatment* (pg. 5)** and ***Cautions* (pg. 6)].**
* **Consider** asking a volunteer(s) to select several questions from *The Medication Treatment* (pg. 5) as examples of how well the taught concept is understood. Ask another volunteer[s] to select several *Cautions* (pg. 6) for discussion.
* Review the essential elements of teach-back contained in the [Teach-back Observation Tool](http://higherlogicdownload.s3.amazonaws.com/HEALTHLITERACYSOLUTIONS/b33097fb-8e0f-4f8c-b23c-543f80c39ff3/UploadedImages/docs/Teach_Back_-_Observation_Tool.pdf). Instruct participants that these elements are what the ‘Observers’ expect to see in the coaching session.

1. **Plain Language Review** (5 minutes)

* Show the [Keep It Simple for Safety](https://www.youtube.com/watch?v=XiBZjpy3ibs) video (2 minute video)

**Discussion:** What was the key “take away” from the *Keeping It Simple* video for you?

1. **Using Plain Language Small Group Activity** (15 minutes)

* Introduction: *Health care professionals often find using plain language a challenge. We spend years learning and using medical terminology. Plain language requires thinking and planning. Plain language requires practice.*
  + - Instruct participants to form groups of 2-3 people.
* **Consider** forming groups within disciplines if possible (social workers in a group, nurses in a group, etc.). It makes discussion more relatable to everyday practice.
* Instruct participants to read the Patient Story on **Page 1 of the** [Teach Back – Plain Language Practice Worksheet](https://greatplainsqin.org/wp-content/uploads/2022/10/Teach-back-Practice-Worksheet.docx) and with their partners identify plain language options for the listed medical terms (5 minutes). Conclude this activity with a brief large group discussion of plain language vocabulary that could be used in place of the medical terminology.
* **Consider** revising the Plain Language Practice Worksheet to meet the needs of the staff that you are training. Needs may vary based on discipline, unit, etc. It is critical to the success of your teach-back training that the plain language vocabulary and patient story are relevant to your participants.
* Repeat the activity using the scenario on Page 2.
* **Option:** Complete the plain language activity together as one group.
* **IMPORTANT**: Do *not* eliminate the plain language section of the teach-back training. It is one of the more appreciated elements of the teach-back training. Anticipate some complaints about the difficulty of using plain language – with practice it will become intuitive.
* **Discussion**: How can you use plain language? Which terms were the most difficult to make into plain language?

1. **Teach-back Coaching Activity** (30-45 minutes)

* Introduction: *Throughout today’s training, we have discussed the reasons to use the teach-back communication technique, the elements of teach-back, and practiced using plain language. Now you will have an opportunity to practice using teach-back with your peers. Teach-back is a new skill and like any new skill, it will seem awkward and uncomfortable; but as your expertise improves, so will your comfort level using teach-back.*
* Instruct participants to form groups of 3 or 4.
* **Consider** forming groups within disciplines if possible (social workers in a group, nurses in a group, etc.). It makes discussion more relatable to everyday practice.
* Each individual will have a role within their group which will rotate throughout the activity
  + Educator – This will be the person providing the education and utilizing teach-back skills and technique.
  + Patient – This person will role play the patient receiving the education and being asked to teach back what was learned.
  + Coach/Observer – This person will observe the educator and provide coaching and feedback.
  + Family/Caregiver – If there are more than 3 in a group, then the additional person can play the role of a family member or caregiver also receiving the education.
* Review the elements on the [Teach-Back Observation Tool](http://higherlogicdownload.s3.amazonaws.com/HEALTHLITERACYSOLUTIONS/b33097fb-8e0f-4f8c-b23c-543f80c39ff3/UploadedImages/docs/Teach_Back_-_Observation_Tool.pdf). Ask participants to reflect the elements to determine understanding.
  + Introduction: *The role of coach/observer is an important role. Using the Teach-back Observation Tool, the coach will watch for or coach effective teach-back technique. The coach should place the name of the individual being observed and date on the top line of the Teach-back Observation Tool and the coach’s name and time on the second line. This is how we will validate teach-back competency. Please leave the completed Observation Tools here when you leave.*
* Review the patient education topic(s) for the teach-back activity identified during the planning for the teach-back clinic. Distribute any educational materials currently in use within your organization related to the topic.
* Allow 5 minutes for each individual cycle of teach-back with 5 minutes of discussion facilitated by the coach/observer for the team to review how the various elements of teach-back were utilized.
* Rotate roles within each group until each individual has played each role.
* **Large group discussion when teach-back activity is completed**:
  + - *How did you feel as you rotated through each role? As a patient? Educator? Observer/Coach? What was easy? What was challenging?*

1. **Wrap Up** (5-10 minutes)

* Instruct participants to complete the [Teach-Back Conviction and Confidence Scale](http://higherlogicdownload.s3.amazonaws.com/HEALTHLITERACYSOLUTIONS/b33097fb-8e0f-4f8c-b23c-543f80c39ff3/UploadedImages/docs/Teach_Back_-_Conviction_and_Confidence_Scale.pdf). Collect forms.
* Ask the following questions:
* *We’ve covered a considerable amount of information today, and I want to make sure that I clearly explained the value of teach-back. What benefits does utilizing teach-back provide patients/residents?*
* *What 2 or 3 things can you take from what you have learned about the teach-back technique and start applying today?*
* Summarize your organization teach-back implementation plan.

***Making an Impact* | Developing Your Standard of Care**

1. **Evaluate the implementation of teach-back** and refine your processes.
   1. **Establish baseline outcome measures**

* Examples:
  + Communication score for your organization using the Consumer Assessment of Healthcare Providers and Systems (CAHPS) communication score(s) or similar measures in other satisfaction survey tools
  + Readmission rates or other measures monitored within your organization
  + Consider discussing with your implementation team other measures that may be impacted by teach-back
* Reassess your outcomes measure(s) at least quarterly.
  1. **Measure teach-back utilization**
* **Consider** how teach-back utilization could be tracked through your electronic health record.
* Review other options such as random audits or other reporting.
  1. **Assess staff competency**
* Utilize the [Teach-Back Conviction and Confidence Scale](http://higherlogicdownload.s3.amazonaws.com/HEALTHLITERACYSOLUTIONS/b33097fb-8e0f-4f8c-b23c-543f80c39ff3/UploadedImages/docs/Teach_Back_-_Conviction_and_Confidence_Scale.pdf).
* Administer before or at initial teach-back training.
* Repeat 1-3 months after training.
* **Consider** administering annually.
* Incorporate the [Teach-Back Observation Tool](http://higherlogicdownload.s3.amazonaws.com/HEALTHLITERACYSOLUTIONS/b33097fb-8e0f-4f8c-b23c-543f80c39ff3/UploadedImages/docs/Teach_Back_-_Observation_Tool.pdf) into annual competency checklist.
  1. **Review results and modify processes as needed**

1. **Celebrate your successes!**
   1. Provide immediate feedback when you see staff using teach-back appropriately.
   2. Incorporate teach-back utilization in performance evaluations.
   3. Develop visual displays tracking the progress in your organizations outcomes measures and implementation of teach back.

***Lessons Learned* | From Successful Teach-Back Organizations**

* Each organization will develop their own unique implementation plan.
* Start small – specific departments or disciplines.
* Make a teach-back training part of new employee orientation.
* Teach-back can be used multiple ways: patient/family/caregiver education and staff education.
* Periodic follow up with observation and confidence and conviction scales is helpful.
* Teach-back does not take additional time.
* Connect with community partners – partnerships with other organizations implementing teach-back assists with

spread, sharing successes, and discussing barriers.

**Disclaimer**

*This toolkit contains links to resources from other websites and organizations. Great Plains Quality Innovation Network (QIN) is not directly associated with any of these other sites or their owners. While it is the intention of Great Plains QIN that you find these other sites valuable and that the information is provided from reputable national organizations, Great Plains QIN has no responsibility or liability of any nature whatsoever for these other sites or any information contained in them, nor should their inclusion in this toolkit be considered an endorsement of any other products.*

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9. [Welcome to the Always Use Teach-Back! Training Toolkit.](http://www.teachbacktraining.org/home)



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