

Using Available Low Health Literacy Education Materials To Compare Pre and Post Hypertension Knowledge



Ebenezer Thangavelu DNP ANP-C RN
Stony Brook University, School of Nursing, Stony Brook, New York



BACKGROUND

- Low Health Literacy (LHL) is a multidimensional problem
- LHL is a major source of economic burden costing up to \$238 billion annually
- LHL is common among patients with hypertension (HTN) resulting in poor health management
- Heart and kidney disease, stroke and death are associated with LHL

PURPOSE

- To develop a process for using available LHL education materials to compare pre and post hypertension knowledge
- To describe patient assessment of the adequacy of available patient education materials

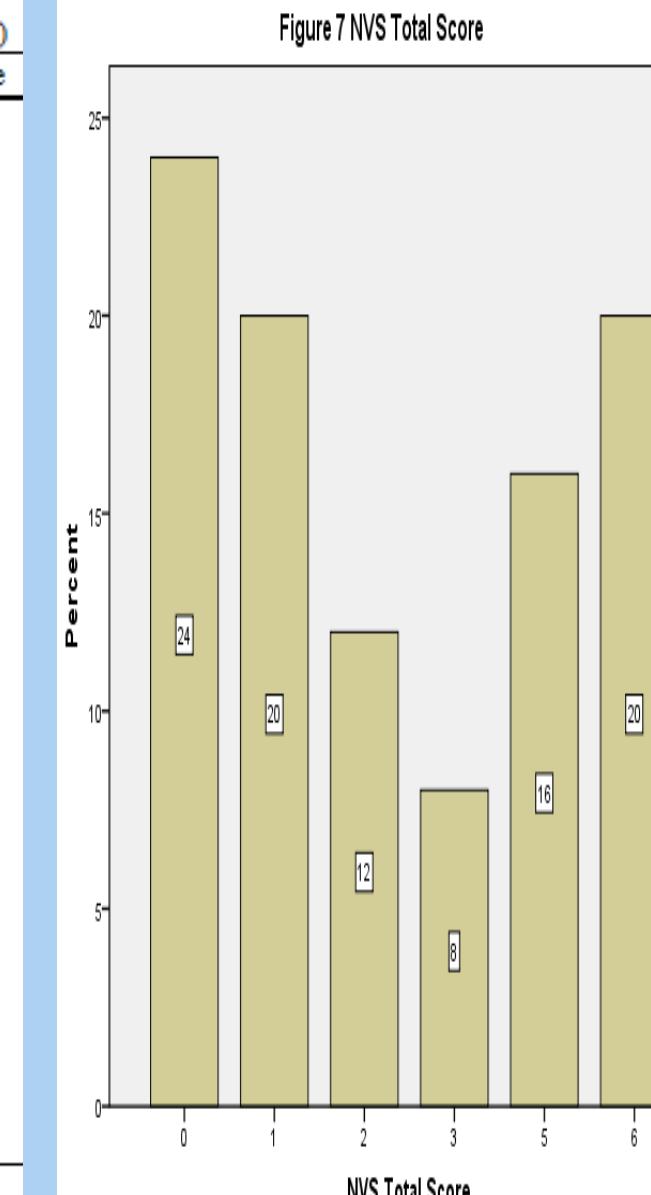
METHODS

- A convenience sample of hypertensive patients (n=25) with LHL using the Newest Vital Sign (NVS)
- HTN Knowledge Questionnaire scores of 19 or better indicate adequate knowledge
- Audio taped Focus Group interviews at baseline and 1 week
- Qualitative Content Analysis

DEMOGRAPHICS

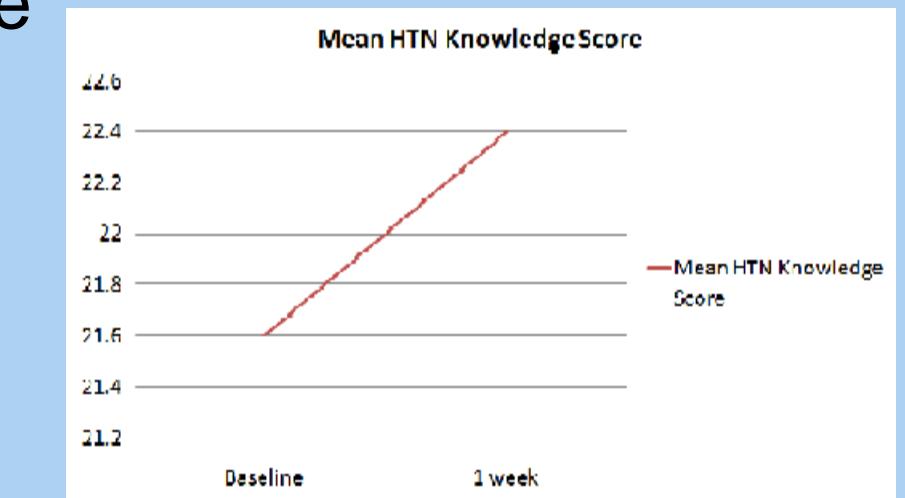
Characteristic	Frequency	Percentage
Age		
30-39	2	8
40-49	3	12
50-59	8	32
60-69	7	28
70-79	5	20
Ethnicity		
Caucasian	6	24
African American	13	52
Hispanic/Latino	1	4
Asian*	1	4
Other	4	16
Marital Status		
Married	11	44
Divorced	3	12
Single	10	40
Widowed	1	4
Employment		
Full Time	6	24
Part Time	4	16
Unemployed	3	12
Disabled	5	20
Retired	6	24
Other	1	4
Education		
Grades 4-6	3	12
Grades 7-9	0	0
Grades 10-12	6	24
High School	8	32
College	8	32

*Includes Pacific Islanders



RESULTS

A paired samples t-test showed No significant increase in subjects' post Hypertension knowledge scores from baseline to 1 week



Patient Assessment Quotes

- “ I liked the information with pictures in it”
- “ It was not too wordy, it was easy to understand

Qualitative Themes

- **Desire to learn more about HTN:**
“I was happy to be part of this group; I hope I can gain something from it”
- **Concern over accurately measuring blood pressure:**
“I feel that the manual is more accurate than the other one”
- **Salt: is it really my enemy?:**
“I eat chips, but I eat the one that says no salt or low salt.”
- **Confusion about HTN**
“ I used to think that it was reduced sodium, when it said reduced fat.”

IMPLICATIONS

- Patient education using available written materials may not improve health knowledge
- Teaching plans need to be individualized and tailored to patient literacy levels