2012

Principles of Shared Decision Making and Health Literacy in the Clinical Setting - Course Syllabus 2011-2012

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Principles of Shared Decision Making and Health Literacy in the Clinical Setting

Spring 2012

Mondays 9-12 am, January 23 – April 30

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Overview:
This course will provide a comprehensive introduction to principles of shared decision making and health literacy and their implications for clinical communication. Topics will include basic and applied research on shared decision making, principles of designing and evaluating patient decision aids, principles of health literacy, research on relationship between health literacy, numeracy, and health outcomes, best practices for communication with individuals who have limited numeracy or health literacy, best practices (and controversies) in communicating probabilities and their associated uncertainty about screening and treatment outcomes, and best practices for designing and evaluating written information for clinical populations (such as intake forms, brochures, and informed consent documents).

Course activities will include interactive lectures, class discussions, class member presentations, guest presentations, and class activities.

Each class activity will be prepared by the instructors or by guest speakers.
Evaluation: Grades will be based on two class presentations (40%), class participation (10%), and a final paper due on the last day of classes (50%).

Class member presentations: Class members will give two presentations during the course:

(1) Class members will sign up to present a project of their choice (relevant to one of the course topics) to receive feedback from the class and instructors. The presentation can include a “work in progress” or a more finished product. These presentations can be related to the final paper, although this is not a requirement. Class members should plan to present for 15 minutes, followed by class discussion.

(2) At the end of the class, class members will present their final paper. Class members should plan to present for 20 minutes.

Final paper: The final paper will be broken down into three sections (due at different points in the semester):

a. topic (1 paragraph), background and significance section (20%) due March 12
b. full paper due at the start of the last class (April 30), incorporating feedback from the first submission (30%).

The final paper should be no longer than 10-15 pages double spaced using Arial font size 11 with 1” margins. The final paper can build on the first class presentation if desired. The paper topic can relate to any topic discussed during the class. There are two options for the paper:

1. An evaluation or critique of an existing strategy used in a clinic, with a solution for how to improve it based on principles of health literacy or shared decision making (or both). Possible paper structure can include a description of the problem (background/significance), a description of possible solutions, and then a selection of one solution and an explanation of how it could work to improve practice.

2. Develop a research proposal for empirically testing an intervention to improve clinical practice based on either a health literacy or shared decision making issue. The structure should include a description of the problem (background/significance), a possible solution or intervention to address the problem, and research methods that will be used to measure and evaluate the intervention.

Course note: This course can serve as a precursor to M17-531 (Decision analysis for clinical investigation and economic analysis).

BLACKBOARD

We will use Blackboard to manage our class, access assignment instructions, and post course-related questions. Blackboard can be accessed at https://bb.wustl.edu/. Log in with your WUSTL Key, and the course should appear on the homepage. We will use the Discussion threads for general questions related to lecture and assignments. Students should post all general questions that may be relevant to others in class to the Discussion thread. Student-specific questions should be emailed directly to the instructor(s).
**Attendance**

Class attendance is required. As a courtesy to other students, you are expected to arrive on time. More than two absences from class may result in a lowered grade. Do not enroll if you have more than two absences already planned. The value of the class stems from the quality of the dialog and conversations with peers and course instructors.

**Health Literacy Sessions (Kaphingst)**

**Jan 23: What is Health Literacy?**
Overview of course; definitions and components of health literacy; epidemiology of health literacy in the U.S.

**Class activity:** American Medical Association training and discussion

**Readings:**


**Jan 30: Health Literacy Pathways (guest presenter: Melody Goodman, MS, PhD)**
Associations between health literacy, health outcomes, and health services use; possible mechanisms; health disparities and health literacy

**Class activities:** Discussion of pathways by which health literacy impacts health outcomes; discussion with Dr. Goodman of variables affecting health literacy

**Readings:**


Feb 6: Assessing Health Literacy of Patients (guest presenter: Richard Griffey, MD, MPH)
Objective health literacy measures, subjective health literacy measures, limitations of existing measures

Class activity: Assessment of health literacy skills using common measures; case example from health literacy assessment in ED by Dr. Griffey

Readings:


Feb 13: Assessing Health Literacy Demands of Health Care System
Assessment of written materials; Health literacy issues in health care system access and navigation

Class activity: Assessment of BJC environment

Readings:
Chapter 4


Feb 20: Health Literacy Interventions (guest presenter: Vetta Sanders Thompson, PhD)
Health literacy interventions; State of the evidence; Directions for future research

Class activity: Discussion of educational intervention approaches with Dr. Sanders Thompson

Readings:
Pages 143-159.


**Feb 27: Health Literacy and Provider-Patient Communication (guest presenter: Amy McQueen, PhD)**

Oral health literacy; health literacy and provider-patient communication; best practices in provider-patient communication

Class activity: Strategies for clear communication with patients

Readings:


**March 5: Health Literacy and SDM**

Effect of health literacy on decision making preferences; Health literacy and shared decision making framework; Directions for future research

Class activity: Evaluation of a risk communication tool

Readings:


Shared Decision Making Sessions (Politi)

March 12: What is Shared Decision Making (SDM)?
Origins of SDM/practice variation research, Core elements of SDM, SDM and health policy (AHRQ, health care reform, state policies), SDM and health outcomes, SDM and cost

Class activity: attend at least one session at the CER symposium focused on SDM (Mar 13/14)

Readings:


March 19: Decision Psychology
Psychological processes affecting accuracy in medical diagnosis, heuristics, biases affecting medical decisions.

Class activity: Numerous interactive activities are incorporated into the lecture

Readings:


March 26: Numeracy and Risk Communication—Patients
Definition of numeracy, how can it influence decision-making, numeracy and health outcomes, strategies to communicate risks to facilitate understanding
Class activity: case examples of risk communication strategies and implications of them (see Decisions of the Month)

Readings:


April 2: Patient Decision Aids
History of PtDAs, IDPAS, how DAs are incorporated in practice (including implementation in the UK, Canada, Germany, and the US), sample DAs, evaluating PtDAs (IPDASi), who should be responsible for decision communication or administering DAs?

Class activities: evaluating a decision aid, evaluating a consultation using the OPTION scale

Readings:


**April 9: Risk Communication and Risk Perception—Public (guest presenter: Erika Waters, PhD, MPH)**
Drug Facts Box, Data in Direct-to-Consumer Ads, Framing Effects, *Your Disease Risk*, Risk communication and the media.

**Class activity:** Risk Communication in the Media (Dr. Waters)

**Readings:**


**April 16: Values Clarification/Preference Elicitation Exercises (guest presenter: Liana Fraenkel, MD, MPH, Yale University School of Medicine)**
utility assessments, narratives, balance sheets, diabetes cards, values during the consultation

**Class activity:** evaluating different types of values clarification exercises

**Readings:**


**April 23: Informed Consent and SDM (guest presenter: Holly Taylor, PhD, Johns Hopkins University School of Public Health)**
health literacy interventions for informed consent, SDM interventions for informed consent

**Class Activity:** Evaluating existing informed consent documents

**Readings:**


**April 30: Student Paper/Project Presentations**