

### **Abstract**

**Background and Purpose.** Studies have shown that nurse knowledge of health literacy and the use of teach-back helps to promote patient's health literacy, which can also be ameliorated through improved patient-provider communication. This study assessed the effectiveness of an educational intervention on registered nurse knowledge of and experience with health literacy, conviction in the importance of and confidence in the use of teach-back, and patient satisfaction with communication about medication.

**Methods.** This quality improvement design used a pre/post-test design and patient satisfaction surveys before and after the intervention to assess changes over time. The educational intervention was modeled after tools from the Institute for Healthcare Improvement and the Agency for Healthcare Research and Quality. The project intervention was guided by the RE-AIM translational framework.

**Results.** The intervention was associated with a slight increase in registered nurse knowledge and experience with health literacy, as well as an increase in registered nurse conviction in the importance of using teach-back and registered nurse confidence in using teach-back, however the results were not statistically significant. There was a decrease in patient satisfaction in communication about medication from the beginning of pre-intervention monitoring to the end of post-intervention monitoring. The findings should be viewed in the light of extensive limitations, including small overall sample size and decreased post-intervention response data.

**Conclusions/Implications.** The intervention was effective in identifying areas for future research, including the Conviction and Confidence Scale tool, patient health literacy and the use of teach-back by registered nurses, and patient satisfaction improvement.

*Keywords:* health literacy, teach-back, medication communication, patient satisfaction, quality improvement, HLKES-2, registered nurse, RE-AIM,