

Primary Care Health Literacy Assessment

Please select **one answer** that most accurately describes your practice:

Doing Well
Needs Improvement
Not Doing
Not Sure OR N/A

Our practice is doing this well
Our practice is doing this, but could do it better
Our practice is not doing this
I don't know the answer to this question **OR**
This is not applicable to our practice

1. Prepare for Practice Change

	Doing Well	Needs Improvement	Not Doing	Not Sure or N/A	Tools to Help
1. Our health literacy team meets regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1-Form Team
2. Our practice regularly re-assesses our health literacy environment and updates our health literacy improvement goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2-Create a Health Literacy Improvement Plan 13-Welcome Patients
3. Our practice has a written Health Literacy Improvement Plan and collects data to see if objectives are being met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2-Create a Health Literacy Improvement Plan
4. All staff members have received health literacy education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3-Raise Awareness
5. All levels of practice staff have agreed to support changes to make it easier for patients to navigate, understand, and use health information and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3-Raise Awareness
6. All staff members understand that limited health literacy is common and can affect all individuals at one time or another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3-Raise Awareness
7. Our Health Literacy Team understands how to implement and test changes designed to improve performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2-Create a Health Literacy Improvement Plan

2. Improve Spoken Communication

	Doing Well	Needs Improvement	Not Doing	Not Sure or N/A	Tools to Help
8. All staff members speak clearly (e.g., use plain, everyday words and speak at a moderate pace).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4-Commun. Clearly
9. All staff members listen carefully to patients without interrupting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4-Commun. Clearly
10. All staff members limit themselves to 3-5 key points and repeat those points for reinforcement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4-Commun. Clearly
11. All staff members use audio/video materials and/or visual aids to promote better understanding (e.g., food models for portion sizes, models of body parts, instructional health videos).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4-Commun. Clearly 12-Use Health Ed. Material Effectively
12. Our practice ensures patients have the equipment and know-how to use recommended audio-visual materials and Internet resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12-Use Health Ed. Material Effectively
13. All clinicians talk with patients about any educational materials they receive during the visit and emphasize the important information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12-Use Health Ed. Material Effectively
14. All staff members ask patients to state key points in their own words (i.e., use the teach-back method) to assess patients' understanding of information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5-Teach-Back Method
15. Clinicians routinely review with patients all the medicines they take, including over-the-counter medicines and supplements, and ask patients to demonstrate how to take them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8-Brown Bag Review 5-Teach-Back Method

2. Improve Spoken Communication

	Doing Well	Needs Improvement	Not Doing	Not Sure or N/A	Tools to Help
16. Our practice routinely provides patients with updated medicine lists that describe in easy-to-understand language what medicines the patient is to take and how to take them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8-Brown Bag Review
17. Our practice trains patients to use our patient portal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12-Use Health Ed. Material Effectively
18. Staff members contact patients between office visits to ensure understanding or to follow up on plans made during the visit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6-Follow up
19. Staff members assess patients' language preferences and record them in the medical record.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9-Language Differences 13-Welcome Patients
20. Our practice always uses appropriate language services (e.g., trained medical interpreters, trained bilingual clinicians, materials in other languages) with patients who do not speak English very well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9-Language Differences
21. When staff members give directions for finding the office, they refer to familiar landmarks and public transportation routes as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7-Telephone
22. If there is an automated phone system, one option is to speak with a person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7-Telephone
23. Our practice is able to respond to phone calls in the main languages spoken by our patients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7-Telephone
24. Staff members offer everyone help (e.g., filling out forms, using patient portal) regardless of appearance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12-Use Health Ed. Material Effectively 13-Welcome Patients

3. Improve Written Communication

	Doing Well	Needs Improvement	Not Doing	Not Sure or N/A	Tools to Help
25. At least one staff member knows how to assess, prepare, and simplify written materials so they are easier to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11- Assess, Select, and Create Easy-to-Understand Materials
26. Our practice gets patient feedback on written materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11- Assess, Select, and Create Easy-to-Understand Materials 1 17-Patient Feedback
27. Our practice assesses whether written materials are easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11- Assess, Select, and Create Easy-to-Understand Materials
28. Our practice's patient education materials are concise, use plain language, and are organized and formatted to make them easy to read and understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11- Assess, Select, and Create Easy-to-Understand Materials
29. If appropriate, our written materials are available in languages other than English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9-Language Differences
30. Our practice's forms are easy to understand and fill out, and collect only necessary information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11- Assess, Select, and Create Easy-to-Understand Materials
31. Lab and test results letters are concise, use plain language, and are organized and formatted to make them easy to read and understand (e.g., avoid the use of "positive" or "negative" results).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11- Assess, Select, and Create Easy-to-Understand Materials
32. The name of the practice is clearly displayed on the outside of the building, and signs are posted throughout the office to direct patients to appropriate locations (e.g., practice entrance, restrooms, check-in, check-out, lab, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13-Welcome Patients

3. Improve Written Communication

	Doing Well	Needs Improvement	Not Doing	Not Sure or N/A	Tools to Help
33. The walls and bulletin boards are not covered with too many printed notices. It is easy for anyone to pick out the important information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13-Welcome Patients
34. Office signs use large, clearly visible lettering and plain, everyday words such as “Walk-In” and “Health Center” rather than formal words such as “Ambulatory Care” or “Primary Care Practice.”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13-Welcome Patients
35. Office signs are written in English and in the primary languages of the populations being served (e.g., if most of the patients speak English or Spanish, signs are written in English and Spanish).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13-Welcome Patients

4. Improve Self-Management and Empowerment

	Doing Well	Needs Improvement	Not Doing	Not Sure or N/A	Tools to Help
36. Our practice creates an environment that encourages our patients to ask questions (e.g., asking “What questions do you have?” instead of “Do you have any questions?”) and get involved with their care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13-Welcome Patients 14-Enc. Questions 15-Make Action Plans
37. Clinicians help patients choose health improvement goals and develop action plans to take manageable steps toward goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15-Make Action Plans
38. Clinicians consider their patients’ religion, culture, and ethnic customs when devising treatment options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10- Consider Culture
39. Our practice follows up with patients to determine if their action plan goals have been met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6-Follow up 15-Make Action Plans

4. Improve Self-Management and Empowerment

	Doing Well	Needs Improvement	Not Doing	Not Sure or N/A	Tools to Help
40. Clinicians write precise instructions for taking medicine that are easy-to-understand (e.g., “take 1 pill in the morning and 1 pill at bedtime” instead of “take twice daily”).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16-Help Patients with Medicine
41. Staff members discuss different methods for remembering to take medicines correctly and offer patients assistance setting up a system (e.g., pill box, medicine chart).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16- Help Patients with Medicine
42. Our practice requests feedback from patients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11-Assess, Select, and Create Easy-to-Understand Materials 17-Patient Feedback

5. Improve Supportive Systems

	Doing Well	Needs Improvement	Not Doing	Not Sure or N/A	Tools to Help
43. Staff members assess patients’ ability to pay for medicines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19-Medicine Resources
44. Staff members connect patients with medicine assistance programs, including helping them fill out applications as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19- Medicine Resources
45. Staff members assess patients’ non-medical barriers and take initiative to address them and provide appropriate referrals or extra support as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18-Non-Medical Support
46. Staff members ask patients if they have trouble reading or understanding and using numbers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20-Literacy Resources
47. Our practice maintains an up-to-date list of community resources and refers patients as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18-Non-Medical Support 20-Literacy Resources

5. Improve Supportive Systems

	Doing Well	Needs Improvement	Not Doing	Not Sure or N/A	Tools to Help
48. Staff members help patients access adult literacy and math programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20-Literacy Resources
49. Our practice shares important referral information (e.g., reason for referral, pertinent medical history, test results) directly with other health care clinicians.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21- Referrals
50. Staff members offer patients help with referrals, such as making an appointment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18-Non-Medical Support 20-Literacy Resources 21- Referrals
51. Staff members confirm patient follow through after a referral is made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6-Follow up 18-Non-Medical Support 20-Literacy Resources 21- Referrals