

Patient Education Practice Guidelines

for Health Care Professionals

Guidelines Workgroup

- **Carolyn Cutilli, PhD, RN, NPD-BC, Co-chair, Penn Medicine; American International College**
- **Sarah Christensen, MA, Co-chair, The University of Texas MD Anderson Cancer Center**
- Marianne Aloupis, MS, RD, Hospital of the University of Pennsylvania
- Marina Arvanitis, MD, Northwestern Medicine, Internal Medicine
- Colleen Chancler, PT, MHS, PhD, Pennsylvania Physical Therapy Association
- Sandra Cornett, PhD, RN, The Ohio State University
- Judi Dunn, DNP, RN, University of Kentucky Healthcare
- Joseph Favatella, PharmD, MBA, BCPS, CSP, Penn Medicine
- Ann Findeis, MS, RN, Northwestern Memorial Hospital (retired)
- Janette Helm, MA, RN, MCHES, Indiana State Medical Association
- Danielle Housman, MS, OTR/L, OTD, CLT, Craig H. Neilsen Rehabilitation Hospital
- Erica Lake, MLS, AHIP, University of Utah
- Fran London, MS, RN, Author, No Time to Teach
- Ann Longo, PhD, MBA, RN, NEA-BC, Longorosa Healthcare Consulting
- Sharon McHugh, MSN, RN, Northwestern Memorial Healthcare
- Kristin Mosman, MS, SLP-CCC, Utah State University
- Diane Moyer, MS, RN, The Ohio State University Wexner Medical Center
- Michele Mulhall, PT, PhD, Bryn Mawr Rehabilitation Hospital
- Garry Nichols, Patient Advisor
- Magdalyn Patyk, MS, RN, BC, Northwestern Memorial Hospital
- Jessica Retzlaff, MS, The Rees Group
- Jackie A. Smith, PhD, University of Utah college of Nursing (Emerita)
- Jan Stucki, MA, MPH, AMWA, Intermountain Health
- Lindsay Thrall, MOT, OTR/L, The University of Vermont Health Network
- Lauren Tormey, MD, Dartmouth-Hitchcock Medical Center
- Ruti Volk, MSI, AHIP, Michigan Medicine
- Barbara Wagner, PT, DPT, MHA, University of Scranton
- Michael Wolf, PhD, MPH, Northwestern University

Table of Contents

1	Patient Education Practice Guidelines for Health Care Professionals
2	Frequently Asked Questions
3	Assessment
6	Planning
14	Implementation
17	Evaluation
19	Appendices
23	Guidelines Quick Guide
25	References By List
77	References Alphabetically

Patient Education Practice Guidelines for Health Care Professionals

The Patient Education Practice Guidelines for Health Care Professionals was developed by the Health Care Education Association to provide concise direction for frontline health care providers. Patient education is defined as “A process of assisting consumers of health care to learn how to incorporate health related behaviors (knowledge, skill, attitude) into everyday life with the purpose of achieving the goal of optimal health” (Bastable, 2017, p. 542). Over 10,000 articles and resources were reviewed to identify evidence-based practice for patient education.

Four Components of the Patient Education Process

The guidelines are based on the four components of the patient education process: **assessment, planning, implementation and evaluation (APIE)** (Bastable, 2017). Each component is essential for effective patient education. No component can be skipped or receive lesser attention. In this guideline, specific concise instructions are provided on how to address each of the components.

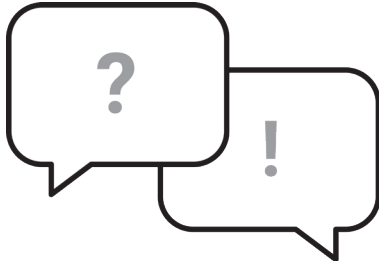
In the APIE process, individualizing education can only be accomplished through **assessment** of the patient (e.g., knowledge, goals, language). The education **plan** focuses on the patient’s priorities in addition to needs identified by the health care professional. **Implementation** uses key learning strategies and can be adapted based on the patient’s response. In the **evaluation** component, the patient’s knowledge/behavior and the health professional’s ability to teach are evaluated.

Overarching Elements

From the literature review, several overarching elements emerged which impact the APIE process. Effective patient education focuses on the concepts of “**patient-centered**” and “**patient engagement.**” Additionally, effective strategies include **plain language** and focusing on **behaviors** and **actions**, not just knowledge.

Best practice **combines all of these elements**. Ideally, education is an **interactive process focusing on the desired patient behavior and patient’s stated priorities** to achieve health goals. Use the guidelines to lead or direct you through the patient education process.

The term “patient education” is defined in this context to be a broad classification that includes not only patients, but also consumers, family, friends, neighbors, guardians, significant other/ partner or anyone else designated to meet care needs.



Frequently Asked Questions

What are the guidelines?

A concise resource for patient education evidence-based practice for frontline health care professionals.

Who should use the guidelines?

Any health care professional who provides patient education.

Where should the guidelines be used?

In any setting where patients learn about how to achieve health care goals.

When should the guidelines be used?

Any time patient instructions are being given such as disease information, test preparation/ results, treatment, accessing care, appointments and resources.

Why should the guidelines be used?

To ensure the implementation of evidence-based patient education thereby assisting health care consumers in achieving optimal levels of health.

How do you use the guidelines?

Follow the steps in each section of the guidelines (assessment, planning, implementation and evaluation) along with explanations, examples, and scripts.



Assessment

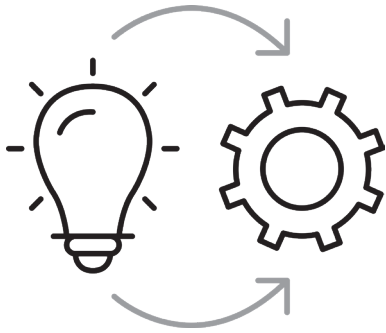
Effective patient education is based on a learning needs assessment. Health care professionals assess by interviewing the patient and family, communicating with the medical team and/or observing the patient. An examination of barriers that impact delivery of care is key in the development of a tailored plan to meet the needs, abilities and preferences of the patient. These practices empower patients to change behaviors and are referred to as “patient-centered” care.

Assessment Steps

1. Assess **sociodemographic** information as well as **support system, culture/values/beliefs** and **barriers** to learning.
2. Assess learning needs based on **current health issues, knowledge and worries.**
3. Assess **patient engagement** in learning process (patient’s goals and priorities, motivation to learn).
4. Assess **learning preferences** (verbal, written, visuals, multi-media, technology).
5. Consider specific **assessment tools.**

Assessment Steps	Explanations/Examples/Scripts	Ref List
1. Collect Information		
<p>Review culture, social support and sociodemographic information directly with patient or from health record. Includes:</p> <ul style="list-style-type: none"> • Age • Gender/preferred pronoun • Ethnicity • Social determinants of health: education, socioeconomic status, access to food and health care 	<ul style="list-style-type: none"> • Establish rapport, use caring tone and note body language. • Address culture, values, attitudes, beliefs: <ul style="list-style-type: none"> » “Do you have any beliefs or feelings related to your health condition that we need to know so we can help you learn to care for yourself?” » “What do you fear most about your sickness?” • Inquire about social support network: <ul style="list-style-type: none"> » “Who is your family member or friend who can help you with your healthcare?” <p>Note: Higher education and/or social economic status does not indicate better understanding of information.</p>	List 1
2. Current Status		
<p>Address patient concerns and priorities first, then current knowledge and physical abilities.</p>	<ul style="list-style-type: none"> • “What are you most concerned about?” • “What do you do at home now to care for yourself?” • “Do you know anyone who has this condition?” • “What do you know about caring for someone with diabetes?” 	List 2
3. Patient Engagement		
<p>Assess patient confidence related to treatment plan adherence; self-efficacy</p>	<ul style="list-style-type: none"> • “Based on our discussion, here are the top 3 concerns you have for your health. What would you like to learn first?” • “On a scale of 0 to 5, zero being low and five being high, how would you rate your confidence that you can follow your instructions and care for yourself at home?” • “What would you do if you have questions or doubts?” 	List 3

Assessment Steps	Explanations/Examples/Scripts	Ref List
4. Learning Preferences		
<p>Consider a variety of options and best timing for education.</p>	<ul style="list-style-type: none"> • “The last time you had to learn something, how did you go about it?” • “How do you learn best/prefer to learn?” <ul style="list-style-type: none"> » Reading » Demonstration » Video » Verbal » Technology • Before offering technology (internet, patient portal, smart phone, computer, apps) ask: <ul style="list-style-type: none"> » “What technology do you use?” » “What technology are you interested in using?” • Best time to teach may be based on patient’s pain level, toileting needs, family member or friend support availability, quiet environment. 	<p>List 4</p>
5. Specific Assessment Tools		
<p>Health Care Professionals have the option to use specific assessment tools.</p>	<ul style="list-style-type: none"> • Pre- and post-tests are designed to measure changes in self-care knowledge and/or behavior. • Assessment tools are typically used in research and quality improvement initiatives. • Knowledge/behavior assessments are used for specific health education. <ul style="list-style-type: none"> » Patient Engagement tools (Appendix 1) » Health Literacy tools (Appendix 2) » Risk Evaluation and Mitigation Strategy Assessment (Appendix 3) » Motivational Interviewing (Appendix 4) 	<p>List 5</p>



Planning

The **planning stage is critical for successful patient education**. The health care professional and patient **partner** to develop an education plan. The choice of evidence-based strategies depends on many factors, most important being the **patient's unique learning needs** identified in the assessment, followed by availability of resources.

It is critical that the **health care professional possess knowledge and skill for implementing patient education strategies**. Ultimately, patient education should be a **conversation** where the patient's current knowledge and **goals/priorities**, as well as **health information needs, are incorporated**.

Planning Steps

1. Use all aspects of **patient assessment** information to guide plan development and determine **mutual educational goals**.
2. Develop teaching plan utilizing **evidence-based teaching strategies** (e.g., easy to understand language and multi-modal approach) with a focus on **patient's needs, priorities and behaviors**.
3. Identify educational **resources** to achieve identified learning goals.

Planning Steps	Explanations/Examples/Scripts	Ref List
1. Mutual Goal Setting Strategies		
<p>Partner with patient to devise mutually agreed upon learning goals.</p> <p>Goals should focus on patient behaviors and be clearly stated, action-oriented, measurable and achievable by the patient.</p>	<p>Patient and health care provider develop diabetic diet. The patient chooses the type of carbohydrate to eat based on their preferences and what makes them feel less sluggish.</p> <p>The patient will learn the skills needed to demonstrate the following behaviors:</p> <ul style="list-style-type: none"> • Check blood pressure every day when you wake up. • Take your blood pressure medicine every day. 	List 6
<p>Individualize/tailor education</p>	<ul style="list-style-type: none"> • Education meets patient’s individual health literacy needs such as patient with disability who needs recorded instructions. • Education is approached in culturally sensitive manner. For example, patients are given diabetes diet information based on the foods they normally eat. 	List 7
<p>Consider preferred language</p>	<ul style="list-style-type: none"> • Offer education tailored to preferred oral and written language. • Provide interpreter/translator as needed. 	List 8
<p>Include family, caregiver or significant other</p>	<p>Identify support individuals and include in education whenever possible.</p>	List 9
<p>Build on current knowledge</p>	<p>“Based on what you told me, you know the basics; the next step will be to learn how this will affect your day to day life.”</p>	List 10
<p>Use Motivational Interviewing (MI) (Appendix 4)</p>	<p>Motivational interviewing (MI) techniques include:</p> <ul style="list-style-type: none"> • Open-ended questions • Affirmations (positive feedback) • Reflection (mirror patient’s statements) • Summary (summarize what the patient has said) 	List 11

Planning Steps	Explanations/Examples/Scripts	Ref List
1. Mutual Goal Setting Strategies (continued)		
<p>Consider the educational setting</p> <p>A. Primary/Outpatient Care</p>	<p>Primary care settings: education focuses on goal setting to optimize behavior change and safely transition patient from hospital to home.</p> <ul style="list-style-type: none"> • HbA1c at 6.0; able to count carbohydrates <p>Outpatient setting: add delivery of education through the internet, phone, and/or groups, based on patient and caregiver preferences and skills.</p> <ul style="list-style-type: none"> • Follow-up phone calls and text messages to remind patients to weigh themselves and take medication. 	List 12
B. Pre-operative	<p>Education should be given pre-operatively to improve knowledge and reduce anxiety.</p> <ul style="list-style-type: none"> • Pre-operative class 	List 13
C. Acute Care	<p>In hospital settings, patient education should be started on admission and taught over time, allowing patients time to demonstrate comprehension.</p> <ul style="list-style-type: none"> • Session 1: Teach signs of infection • Session 2: Dressing change • Session 3: Follow-up care 	List 14
<p>D. Discharge/last session</p> <p>E. Education in all settings</p>	<p>Include opportunities for structured education, including teach back and content reinforcement to achieve optimal outcomes.</p> <ul style="list-style-type: none"> • “What would you do if you gained more than 4 lbs in 24 hours?” 	List 15

Planning Steps	Explanations/Examples/Scripts	Ref List
2. Develop the Education Plan		
<p>Teach all patients in a manner they can understand</p> <ul style="list-style-type: none"> • Health Literacy Universal Precautions (Appendix 5) • Oral and written Plain Language (Appendix 6) • CDC Clear Communication Index (Appendix 7) 	<ul style="list-style-type: none"> • Use simple, direct messaging • Avoid medical jargon • Use common everyday language • For a patient who has diabetes and eats rice with every meal, use plain language/clear communication such as, “You may eat a half-cup of rice 2 times a day for your carbohydrate servings.” 	List 16
<p>Identify content/key message to support learning objectives</p>	<p>Objective: Daily Dressing Change</p> <ul style="list-style-type: none"> • Content to include: <ul style="list-style-type: none"> » Hand hygiene » Preparing dressing change area » Old dressing removal/disposal » Apply new dressing 	List 17
<p>Keep the message focused</p>	<ul style="list-style-type: none"> • Limit education to several key points • Place most important information first • Educate in small segments, “chunk and check” • Stepwise instructions 	List 18
<p>Identify patient behaviors to demonstrate knowledge</p>	<p>Build education to teach desired patient behaviors (teach to goal).</p> <ul style="list-style-type: none"> • Patient demonstrates toe-touch weight bearing • Implement behavioral contract 	List 19
<p>Employ effective communication strategies</p>	<p>Consider need for staff training in effective communication strategies (e.g. active listening, build rapport) and content.</p>	List 20

Planning Steps	Explanations/Examples/Scripts	Ref List
2. Develop the Education Plan (continued)		
Promote self-efficacy, skill mastery	Maximize self-efficacy/ build confidence through <ul style="list-style-type: none"> • Use of short term achievable goals • Knowledge acquisition (classes, one on one sessions, practice hands on skills/problem solving) • Modeling of behavior; self monitoring • Positive reinforcement/ persuasion 	List 21
Use team-based approach	Team members (nurse, primary care provider, pharmacist) work with patient to achieve objectives. <ul style="list-style-type: none"> • Use physicians, pharmacist or other health experts to teach health information 	List 22
Use multi-modal approach	For each learner use more than one teaching strategy at a time. For example, when teaching verbally provide a simple written handout. Additional examples of strategies that incorporate multi-modal approaches or can be combined with other strategies: <ul style="list-style-type: none"> • Shared Decision Making (Appendix 8) • Teaching verbally with written handout then follow-up with phone call. • Education program with immediate feedback • Addressing knowledge, emotional and behavioral changes • Social support (parents, peers, school, healthcare team) • Self-regulatory learning (self-testing, monitoring) (Appendix 9) • Positive Affect and self-affirmation (Appendix 10) 	List 23
Use multi-sensory approach	Education should engage as many senses as possible (e.g., auditory, visual, tactile, smell). <ul style="list-style-type: none"> • Combination of verbal and written health education • Video with auditory and visual content • Edutainment • Pictures, illustrations, 3D models, images etc. • Hands-on skill sessions • Interactive games 	List 24

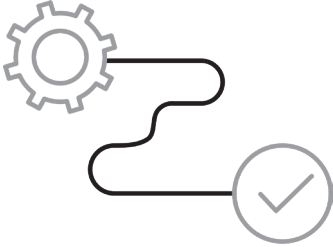
Planning Steps	Explanations/Examples/Scripts	Ref List
2. Develop the Education Plan (continued)		
Use multi-prong approach	<p>Offering the same education in various formats to meet the learning preferences of patients. Patients can select method to learn health information.</p> <ul style="list-style-type: none"> • In-person class, webinar, videos, 1 on 1 session, written materials 	List 25
Have repeated contact with patient to reinforce teaching	<p>Examples: Follow-up phone calls, counseling or coaching sessions, group classes over a designated time period, pharmacy visits, unlimited access to skill learning on the web, start education early.</p>	List 26
Use problem-centered learning - patient knowledge is gained through solving real world problems	<ul style="list-style-type: none"> • Patient can demonstrate what to do when blood sugar is too high or too low. • Patient given physiological feedback with goal to improve health measure (i.e, HbA1C, blood pressure, cholesterol level). 	List 27
Use experiential learning	<ul style="list-style-type: none"> • Learn through “doing” and reflecting on learning. <ul style="list-style-type: none"> » Patient with diabetes plans, shops for and prepares meal. • Role Modeling: Provide role models for patients to learn from. • Performance: Give patient an opportunity to perform health behaviors. • Use analogies during education: <p>“Your knee joint is like a door hinge. A door hinge can become hard to move and squeaky over time. That is what can happen with your knee when you start to have arthritis.”</p> 	List 28
Use personalized action plans	<p>Develop an action plan with the patient that is individualized and meaningful to them.</p> <ul style="list-style-type: none"> • When blood sugar is low, patient will eat quick acting sugar product they prefer (favorite candy or juice) 	List 29

Planning Steps	Explanations/Examples/Scripts	Ref List
3. Select Educational Resources		
Consider available resources that support educational content	<ul style="list-style-type: none"> • Written materials: use easy to understand language; available in languages other than English. • Videos: available in languages other than English. • Technology: promote ease of access to health information and interactive format (app, smart phones, tablets, kiosks, video games, eBooks, automated phone disease management, computer assisted video instruction). <ul style="list-style-type: none"> » Blood pressure kiosks at mall or a phone “app” for tracking carbohydrate intake & blood sugars. • Interactive games or activities: use to reinforce teaching message and skills. • Decision aids used in shared decision making (Appendix 11) • Pictures, illustrations, 3D models, images pictograms 	List 30

Education Concepts/Models

The following educational concepts/models provide unique approaches that may be helpful to educators when planning and providing patient education.

Education Concepts/Models	Explanations/Examples/Scripts	Ref List
<p>EDUCATE model for verbal patient education (Appendix 12)</p>	<p>E = Enhance comprehension and retention D = Deliver patient-centered education U = Understand the patient C = Communicated clearly and effectively A = Address health literacy and cultural competence TE = Teaching and educational goal</p>	<p>List 31</p>
<p>EMMA Dialogue Tools (Empower, Motivation, Adherence)</p>	<ul style="list-style-type: none"> • Reflection tools: dialogue on the challenges experienced by patients related to their disease and its treatment. • Goal-setting tools: help patients in planning and adhering to goals for change. • Knowledge and learning tools: individualize knowledge and learning for patient. 	<p>List 32</p>
<p>NEED (Appendix 13)</p>	<ul style="list-style-type: none"> • Dialogue tools stimulate patients to express themselves and foster participant involvement. • Picture cards, quotations, and ‘gamification.’ Each tool has step-by-step instructions and promotes flexibility and individual variation. 	<p>List 33</p>
<p>Stanford Chronic Disease Self-management Model (Appendix 14)</p>	<p>Interactive classes with peers providing education and training. Focus on problem solving abilities through discussion.</p>	<p>List 34</p>
<p>Social learning and self-management theories</p>	<p>Social learning states that new behaviors can be learned by watching and imitating others. Self-management is geared toward patient managing own health concern through knowledge and skills.</p>	<p>List 35</p>
<p>Health Coaching techniques with behavior and social support</p>	<ul style="list-style-type: none"> • Identify what is most important to patient. • Guide self-discovery of ambivalence to making behavior change. • Assist to set realistic goals and develop action plans; identify support systems. • Explore/minimize obstacles to progress. • Hold patient accountable for the change. 	<p>List 36</p>



Implementation

In the implementation phase, the health care professional puts into action the evidence-based teaching plan.

Implementation Steps

1. Implement teaching plan with the **focus** on the patient.
2. Keep the **key principles** of patient education in mind when teaching.
3. **Adjust teaching** based on patient's response/changes in learning needs

Implementation Steps	Explanations/Examples/Scripts	Ref List
1. Focus on the Patient		
Use plain language	<ul style="list-style-type: none"> • Simple, direct message • Use common everyday language • Avoid medical jargon; if medical terms are needed, define the terms <p>“To check how your heart is working, you will have an echocardiogram today. An echocardiogram is a test that uses sound waves to shows how well your heart is pumping blood. It is similar to when women have an ultrasound of their baby while pregnant.”</p>	List 37
Use active listening skills	Active listening skills include paying attention, withholding judgement, reflecting, clarifying, and summarizing. Be attuned to patient’s non-verbal cues/responses such as facial expressions, eye contact, body language.	List 38
Identify “teachable moments”	When patient asks questions or shows an interest in learning about their health, use this opportunity to teach.	List 39
Maintain patient’s self-esteem	Be respectful, using empathetic tone and language.	List 40
2. Key Principles of Patient Education		
Frame the message	Briefly, in 1 or 2 sentences, tell the patient what you will be teaching. “Today we are going to talk about how to give an insulin shot. It will include filling the syringe and injecting insulin.”	List 41
Educate in small segments and verify understanding before moving onto next segment.	<p>Chunk & Check (provide 1 or 2 points followed by checking if patient understands)</p> <p>Insulin Administration example: Before teaching the patient how to inject insulin, be sure patient knows to how to accurately draw up insulin dose.</p>	List 42
Reinforce teaching	Summarize/review key points. Dressing Change example:	List 43
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 1. Clean work area 2. Gather supplies 3. Wash hands 4. Open packages </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 5. Remove old dressing/discard 6. Wash hands 7. Apply new dressing </td> </tr> </table>	
<ol style="list-style-type: none"> 1. Clean work area 2. Gather supplies 3. Wash hands 4. Open packages 	<ol style="list-style-type: none"> 5. Remove old dressing/discard 6. Wash hands 7. Apply new dressing 	

Implementation Steps	Explanations/Examples/Scripts	Ref List
2. Key Principles of Patient Education (continued)		
Ensure effective use of teaching resources	<ul style="list-style-type: none"> • Highlight key information that patient should learn from the resource. <ul style="list-style-type: none"> » Mark written material with a highlighter • Make sure educational resource is easily accessible to patient (i.e. computer, smart phone, internet). • Review hands-on use of resource. • Provide pen/paper for writing down questions or taking notes if needed. • Follow up with patients after resource is used to address patient questions. 	List 44
3. Adjust Teaching		
Address patient's questions	<ul style="list-style-type: none"> • Encourage patient to ask questions. • Answer questions when asked. • Avoid deferring questions to end of teaching session. 	List 45
If patient is not understanding information, try different words and/or analogies that are familiar to the patient.	<p>When explaining a cardiac "pacemaker" to a car mechanic use a term that is more meaningful. For example, a pacemaker acts like a "sparkplug" to make the heart work.</p> <p>In describing a blockage in the heart's arteries to a plumber, an analogy would be to compare it to a pipe that is partially clogged so the flow of water is prevented.</p>	List 46
Repeat demonstration/hands-on practice	Provide time for repeat demonstration and allow more hands-on practice, as needed.	List 47
As needed, use more than one teaching method to clarify concepts and/or foster understanding	Example: Patient is struggling to understand when to call doctor after viewing video. Staff engages with patient for 1 on 1 education on when to call the doctor.	List 48



Evaluation

Evaluation demonstrates the degree to which **learning is achieved**. Evidence of learning can be demonstrated in a patient's ability to **apply information and problem solve** a hypothetical or real world situation for practice.

It is important to evaluate the **degree of learning**, not the tool used to achieve learning. Evaluate **after each concept** is taught (chunk and check) and at the **end of the teaching session**. It may be necessary to **re-teach** using different methods and/or resources. Refer to Planning and Implementation to modify the teaching plan until learning is achieved.

Evaluation Steps

1. Evaluate learning using **teach back** strategy.
2. Evaluate learning of skill/behavior through **return demonstration**.
3. Evaluate learning by measuring a change in **patient outcomes**.

Evaluation Steps	Explanations/Examples/Scripts	Ref List
1. Direct patient input		
Teach Back strategy	<ul style="list-style-type: none"> • Use in direct conversations or part of a classroom setting. • Phrase teach back questions so patient does not feel as if being tested. <ul style="list-style-type: none"> » “I want to make certain I’ve told you everything you need to know. Tell me in your own words: <ul style="list-style-type: none"> - how you will....” - what are you going to do if....” - how would you explain....” 	List 49
2. Return demonstration		
Perform skill/behavior	<ul style="list-style-type: none"> • Evaluate skill performance, including purpose and steps in the process. <ul style="list-style-type: none"> » Patient shows ability to troubleshoot a problem • Provide feedback to support teaching during the demonstration. <ul style="list-style-type: none"> » Gently correct any misconceptions. » “How confident are you that you can do this?” 	List 50
3. Patient outcomes		
Measurable change in patient outcomes.	<ul style="list-style-type: none"> • Measure adherence to self-management plan. <ul style="list-style-type: none"> » Review: <ul style="list-style-type: none"> - questionnaires, symptom logs, quality of life measures, validated tools • Assess change in readmission rate • Verify adherence to medications or treatment plan with lab results or other biometrics 	List 51

Appendices

Appendix 1 Patient Engagement Tools

Patient Activation Measure (PAM) - Tool measures patient engagement by examining attributes (e.g., confidence and knowledge to take action, belief in active role)

<https://www.ncbi.nlm.nih.gov/pubmed/15230939>

Appendix 2 Health Literacy Tools

Implementing health literacy universal precautions is considered best practice. Health literacy universal precautions refers to using oral and written strategies as if all patients have some form of low health literacy. Various health literacy assessment tools have been developed for general and specific patient populations.

Health Literacy Universal Precautions Tool kit - Resource containing various aspects of how to address health literacy including assessments

<https://www.ahrq.gov/health-literacy/quality-resources/tools/literacy-toolkit/index.html>

Health Literacy Tool Shed

<https://healthliteracy.bu.edu/>

Newest Vital Sign (NVS) - Assesses reading as well as numeracy skills

<https://www.ncbi.nlm.nih.gov/pubmed/16338915>

Rapid Estimate of Adult Literacy in Medicine (REALM) - Tests reading ability through pronunciation of health terms

<https://www.ncbi.nlm.nih.gov/pubmed/1936717>

Tests of Functional Health Literacy in Adults (TFHLA) - Examines reading comprehension as well as numeracy skills

<https://www.ncbi.nlm.nih.gov/pubmed/8576769>

Parental Health Literacy Activities Test (PHLAT) - Assessment of health literacy skills and numeracy skills of parents of young children to determine ability to understand instructions for caring for young children.

<https://www.ncbi.nlm.nih.gov/pubmed/20674532>

Appendix 3 Risk Evaluation and Mitigation Strategy Assessment (REMS)

A REMS is an FDA required risk management plan that uses understandable patient education tools beyond the medication package insert. An example is a medication guide and patient package insert for patients and a communication plan focused on health care professionals.

<https://www.ncbi.nlm.nih.gov/pubmed/27914632>

Appendix 4 Motivational Interviewing

“Through motivational interviewing, clinicians can develop a stronger rapport with patients, better understand their concerns and goals, and address barriers to their engagement...”

OARS is a frequently used framework for engaging patients through motivational interviewing. It’s an acronym for four key interviewing skills: asking **open questions**, reinforcing responses with **affirmations**, practicing **reflective listening**, and **summarizing** patients’ perspectives.

For example, instead of saying, “You really need to quit smoking,” a clinician using the OARS framework might say, “It sounds like there are some barriers in your life that are preventing you from quitting.” This shift in language creates space for the clinician and patient to talk through barriers to care and ensure the patient feels heard. By using OARS, clinicians can better empathize with the patients’ perspectives and choices.”

<https://www.advisory.com/research/physician-executive-council/prescription-for-change/2020/07/patient-motivation>

Appendix 5 Health Literacy Universal Precautions

“Health literacy universal precautions are the steps that practices take when they assume that all patients may have difficulty comprehending health information and accessing health services. Health literacy universal precautions are aimed at—

- Simplifying communication and confirming comprehension for all patients, so that the risk of miscommunication is minimized.
- Making the office environment and health care system easier to navigate.
- Supporting patients’ efforts to improve their health.”

<https://www.ahrq.gov/health-literacy/quality-resources/tools/literacy-toolkit/index.html>

Appendix 6 Oral and Written Plain Language

“**Plain language** (also called plain writing or plain English) is communication your audience can understand the first time they read or hear it.”

<https://www.plainlanguage.gov/about/definitions/>

Appendix 7 CDC Clear Communication Index

“CDC’s Clear Communication Index goes beyond checklists and readability formulas by:

- Focusing on the most important research-based items that enhance clarity and aid understanding
- Providing a numerical score so that you can objectively assess and improve materials based on the best available science”

<https://www.cdc.gov/ccindex/pdf/ClearCommUserGuide.pdf>

Appendix 8 Shared Decision Making

“Shared decision making is a key component of patient centered health care. It is a process in which clinicians and patients work together to make decisions and select tests, treatments and care plans based on clinical evidence that balances risks and expected outcomes with patient preferences and values.”

“In many situations, there is no single “right” health care decision because choices about treatment, medical tests, and health issues come with pros and cons. Shared decision making is especially important in these types of situations:

- when there is more than one reasonable option, such as for screening or a treatment decision
- when no one option has a clear advantage
- when the possible benefits and harms of each option affect patients differently.”

“Shared decision making helps providers and patients agree on a health care plan. When patients participate in decision making and understand what they need to do, they are more likely to follow through.”

https://www.healthit.gov/sites/default/files/nlc_shared_decision_making_fact_sheet.pdf

Appendix 9 Self-regulatory Learning

- Learning health information can be promoted by supporting patients’ self-regulatory learning processes (how they teach themselves). Self-regulated learning is a process where patients self-test and check responses against key concepts about a chronic disease before restudying information.

Appendix 10 Positive Affect and Self-Affirmation

Positive affect involves the patient thinking about small things which create good feelings. Positive affect should be done each morning. This may support the patient in overcoming challenges to improve health. With self-affirmation, patients think of a moment(s) when they were very proud of themselves to help them overcome health challenges.

Appendix 11 Decision Aids

“What are patient decision aids?”

Patient decision aids are tools designed to help people participate in decision making about health care options. They provide information on the options and help patients clarify and communicate the personal value they associate with different features of the options.

Patient decision aids do not advise people to choose one option over another, nor are they meant to replace practitioner consultation. Instead, they prepare patients to make informed, values-based decisions with their practitioner.”

<http://ipdas.ohri.ca/what.html>

Appendix 12 EDUCATE model

The EDUCATE model is a guide for verbal patient education which leads the educator through five stages to reach teaching objectives. In addition to stages described in the EDUCATE acronym, the model focuses on adequate preparation for teaching and learning, good teaching methods, overcoming barriers to learning, teaching as an interactive process, and assessment of learning.

Appendix 13 NEED

Next Education (NEED) approach is designed to guide educators in developing patient education to meet the needs and challenges of individual patients. The NEED program has specific dialogue tools which address different learning preferences and as a result engage patients who may have not been active in the education process.

<https://doi.org/10.1016/j.pec.2016.01.006>

Appendix 14 Chronic Disease Self-Management Program

“The Chronic Disease Self-Management Program (CDSMP) is an effective self-management education program for people with chronic health problems. It specifically addresses arthritis, diabetes, and lung and heart disease, but teaches skills useful for managing a variety of chronic diseases. This program was developed at Stanford University. CDSMP workshops are held in community settings and meet 2-1/2 hours per week for 6 weeks. Workshops are facilitated by 2 trained leaders, 1 or both of whom are non-health professionals with a chronic disease themselves. This program covers topics such as techniques to deal with problems associated with chronic disease; appropriate exercise and use of medications; communicating effectively with family, friends, and health professionals; nutrition; and how to evaluate new treatments.”

<https://www.healthypeople.gov/2020/tools-resources/evidence-based-resource/self-management-education-chronic-disease-self>

Guidelines Quick Guide

The Patient Education Practice Guidelines for Health Care Professionals provides concise direction for frontline health care professionals. The guidelines are based on the four components of the patient education process: **assessment, planning, implementation and evaluation (APIE)**. **Each component is essential** for the delivery of effective patient education. Effective patient education focuses on the concepts of “**patient-centered**” and “**patient engagement**.” Additionally, effective strategies include **plain language and focusing on behaviors, not just knowledge**. For this document, “patient” includes consumers, family, friends, neighbors, guardians, significant other/partner or anyone else designated to address care needs.

Assessment

- Assess patient’s:
 - » Culture, social support and socioeconomic information
 - » Knowledge of current health issues and recommended treatments
- Identify patient’s:
 - » Learning preferences (verbal, written, visuals, multi-media, technology)
 - » Priorities, concerns and motivations to learn
 - » Barriers to learning (cognitive, sensory, physical, etc.)

Planning

- Partner with patient to develop mutual education goals utilizing all aspect of the assessment. Goals are clearly stated, action-oriented, measurable, and achievable.
- Develop teaching plan:
 - » Focus on patient needs, priorities, behaviors and mitigate any barriers to learning
 - » Use evidence-based teaching strategies (e.g., easy to understand language, multi-modal, multi-sensory, repeated contact, personalize)
 - » Identify educational resources to achieve identified learning goals (e.g., decision aids, interactive games, videos, written information, phone apps, kiosks)

Implementation

- Implement the plan:
 - » Focus on the patient by maintaining patient's self-esteem; be attuned to patient's verbal/nonverbal cues (active listening skills)
 - » Use plain language, focused messaging, review of key points
 - » Effectively use teaching resources with patient (how to use resource; highlight key information; follow-up on patient questions)
- Adjust teaching based on patient's response/changes in learning needs.
 - » Encourage and answer patient questions
 - » Clarify messaging; using different words or analogies

Evaluation

- Evaluate patient understanding:
 - » Use teach back strategy and return demonstration of hands-on skills
 - » Evaluate learning by patient's ability to relate how to deal with real life situational problems/when to seek medical attention
- Measure a change in patient outcomes.

References By List

Homepage References

Bastable, S. (2017). *Patient education essentials*. Jones & Bartlett Learning.

Brach, C. (2017). The journey to become a health literate organization: A snapshot of health system improvement. *Studies in Health Technologies and Informatics*, 240, 203-237.

Fields, T., & Batterman, A. (2018). How can we improve disease education in people with gout? *Current Rheumatology Reports*, 20(12). <https://doi.org/10.1007/s11926-018-0720-x>

Institute of Medicine Roundtable on Value & Science-Driven Health Care. (2014). Discussion Paper. Patients and health care teams forging effective partnerships. <https://nam.edu/perspectives-2014-patients-and-health-care-teams-forging-effective-partnerships/>

Sofaer, S., & Schumann, M.J. (2013). Fostering successful patient and family engagement: Nursing's critical role. Nursing Alliance for Quality Care (NAQC) White Paper.

Assessment References

List 1

Baas, L., Kirkwood, P., Lewis, C., Prasun, M.,...Reigle, J. (2014). Perceived barriers and facilitators to patients receiving 60 minutes of heart failure education: A survey of AAHFN members. *Heart and Lung*, 43, 3-5.

Beagley, L. (2011). Educating patients: Understanding barriers, learning styles, and teaching techniques. *Journal of Perianesthesia Nursing: Official Journal of the American Society of Perianesthesia Nurses*, 26(5), 331-337.

Bergjan, M., & Schaepe, C., (2016). Educational strategies and challenges in peritoneal dialysis: A qualitative study of renal nurses' experiences. *Journal of Clinical Nursing*, 25(11-12), 1729-1739.

Cutilli, C.C., & Schaefer, C.T. (2011). Case studies in geriatric health literacy. *Orthopaedic Nursing*, 30(4). <https://doi.org/10.1097/NOR.0b013e3182247>

Fields, T., & Batterman, A. (2018). How can we improve disease education in people with gout? *Current Rheumatology Reports*, 20(12). <https://doi.org/10.1007/s11926-018-0720-x>

Glick, A.F., Farkas, J.S., Nicholson, J., Dreyer, B., Fears, M., Bandera, C.,...Yin, H.S. (2017). Parental management of discharge instructions: A Systematic Review. *Pediatrics*, 140(2), e20164165.

Howe, C.J., CIPHER, D.J., LeFlore, J., & Lipman, T.H. (2015). Parent health literacy and communication with diabetes educators in a pediatric diabetes clinic: A mixed methods approach. *Journal of Health Communications*, 20, 50-59.

- Jordan, J., Buchbinder, R., & Osborne, R. (2010). Conceptualising health literacy from the patient perspective, *Patient Education and Counseling*, 79(1), 36-42.
- Kane, S., & Robinson, A. (2010). Understanding adherence to medication in ulcerative colitis - Innovative thinking and evolving concepts. *Alimentary Pharmacology and Therapeutics*, 32(9), 1051-1058.
- Kleinman, A., Eisenberg, L., & Good, B. (1978). Culture, illness, and care: Clinical lessons from anthropologic and cross-cultural research. *Annals of Internal Medicine*, 88(2), 251-258.
- Madden, M., Tomsik, P., Terchak, J., Navacruz, L., Reichsman, A., Clark, T.C., Cella, P., Weirich, S.A., Munson, M.R., & Werner, J.J. (2011). Keys to successful diabetes self-management for uninsured patients: Social support, observational learning, and turning points: A safety net providers' strategic alliance study. *Journal of the National Medical Association*, 103(3), 257-264.
- Rikard, R., Thompson, M., Head, R., McNeil, C., & White, C. (2012). Problem posing and cultural tailoring: Developing an HIV/AIDS health literacy toolkit with the African American community. *Health Promotion Practice*, 13(5), 626-636.
- Sheikh, H., Brezar, A., Szownek, A., Yau, L., & Calder, L. (2018). Patient understanding of discharge instructions in the emergency department: Do different patients need different approaches? *International Journal of Emergency Medicine*, 11(5). <https://doi.org/10.1186/s12245-018-0164-0>
- The Joint Commission. *Comprehensive Accreditation and Certification Manual for Hospitals: The Official Handbook*. Oak Brook, IL: Joint Commission Resources, 2019.
- Yildiz, T., Gurkan, S., Gur, O., Unsal, C., Goktas, S., & Ozen, Y. (2014). Effect of standard versus patient-targeted in-patient education on patients' anxiety about self-care after discharge from cardiovascular surgery clinics. *Cardiovascular Journal of Africa*, 25(6), 259-264.

List 2

- Arbaje, A.I., Kansagara, D.L., Salanitro, A.H., Englander, H.L., Kripalani, S., Jencks, S.F., & Lindquist, L.A. (2014). Regardless of age: Incorporating principles from geriatric medicine to improve care transitions for patients with complex needs. *Journal of General Internal Medicine*, 29(6), 932-939. <https://doi.org/10.1007/s11606-013-2729-1>
- Bergjan, M., & Schaepe, C. (2016). Educational strategies and challenges in peritoneal dialysis: A qualitative study of renal nurses' experiences. *Journal of Clinical Nursing*, 25(11-12), 1729-1739.
- Dontje, K., Kelly-Blake, K., Olomu, A., Rothert, M., Dwamena, F., Henry, R., Rovner, D., & Holmes-Rovner, M. (2013). Nurse-led group visits support shared decision-making in stable coronary artery disease. *Journal of Cardiovascular Nursing*, 28(3), 269-276.
- Dunn, P. (2017). Enhancing informal patient education in nursing practice: A review of the literature. *Journal of Nursing Education and Practice*, 7(2), 18-24.

- Fields, T., & Batterman, A. (2018). How can we improve disease education in people with gout? *Current Rheumatology Reports*, 20(12). <https://doi.org/10.1007/s11926-018-0720-x>
- Griffey, R.T., Shin, N., Jones, S., Nnenna, A., Gross, M., Kinsella, Y.,...Kaphingst, K.A. (2015). The impact of teach-back on comprehension of discharge instructions among emergency patients with limited health literacy: A randomized, controlled study. *Journal of Communication in Healthcare*, 8(1), 10-21.
- Hill, M., Miller, N., Degeest, S., Group, A., Materson, B., Black, H., Izzo, J., Oparil, S., & Weber, M. (2011). Adherence and persistence with taking medication to control high blood pressure. *Journal of the American Society of Hypertension*, 5(1), 56-63.
- Howe, C.J., Ciper, D.J., LeFlore, J., & Lipman, T.H. (2015). Parent health literacy and communication with diabetes educators in a pediatric diabetes clinic: A mixed methods approach. *Journal of Health Communications*, 20, 50-59.
- Jones, G.B. (2015). *Older persons' experiences of hospital patient education and self-management of their chronic diseases once discharged home* [Doctoral dissertation, Texas Woman's University]. Repository at TWU. <http://hdl.handle.net/11274/9995>
- London, F. (2016). No time to teach: *The essence of patient and family education for health care providers*. Pritchett & Hull Associates, Inc.
- Malcolm, G. (2012). Re-engineered discharge cuts readmissions. *Hospital Case Management*, 20(5), 70-75. <https://advance.lexis-com.proxy.lib.ohio-state.edu/api/document?collection=news&id=urn:contentItem:55DV-XTW1-JBDY-02BG-00000-00&context=1516831>
- Naik, A., Teal, C., Rodriguez, E., & Haidet, P. (2011). Knowing the ABCs: A comparative effectiveness study of two methods of diabetes education. *Patient Education and Counseling*, 85(3), 383-389.
- Sudore, L.R., & Schillinger, D. (2009). Interventions to improve care for patients with limited health literacy. *Journal of Clinical Outcomes Management*, 16(1), 20-29. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-61449250748&partnerID=40&md5=4f938747e87edfa9694f41701e2c9dde>
- Svarstad, B., Kotchen, J., Shireman, T., Brown, R., Crawford, S., Mount, J., Palmer, P., Vivian, E., & Wilson, D. (2013). Improving refill adherence and hypertension control in black patients: Wisconsin TEAM trial. *Journal of the American Pharmacists Association*, 53(5), 520-529.
- The Joint Commission. *Comprehensive Accreditation and Certification Manual for Hospitals: The Official Handbook*. Oak Brook, IL: Joint Commission Resources, 2019.
- Tait, A.R., Vopel-Lewis, T., Moscucci, M., Brennan-Martinez, C.M. & Levine, R. (2009). Patient comprehension of an interactive computer-based information program for cardiac catheterization: A comparison with standard information. *Archives of Internal Medicine*, 169(20), 1907-1914.
- Yildiz, T., Gurkan, S., Gur, O., Unsal, C., Goktas, S., & Ozen, Y. (2014). Effect of standard versus patient-targeted in-patient education on patients' anxiety about self-care after discharge from cardiovascular surgery clinics. *Cardiovascular Journal of Africa*, 25(6), 259-264.

List 3

- Bidstrup, C.A., Morthorst, K.R., Laursen, M., Jargensen, L.B., & Haybye, M.T. (2018). Does information become actual knowledge in surgical spine patients? A qualitative study. *Orthopaedic Nursing*, 37(6), 363-371.
- Connell, C.J., Endacott, R., Jackman, J.A., Kiprillis, N.R., Sparkes, L.M., & Cooper, S.J. (2016). The effectiveness of education in the recognition and management of deteriorating patients: A systematic review. *Nurse Education Today*, 44, 133-145.
- Dontje, K., Kelly-Blake, K., Olomu, A., Rothert, M., Dwamena, F., Henry, R., Rovner, D., & Holmes-Rovner, M. (2013). Nurse-led group visits support shared decision-making in stable coronary artery disease. *Journal of Cardiovascular Nursing*, 28 (3), 269-276.
- Hill, M., Miller, N., Degeest, S., Group, A., Materson, B., Black, H., Izzo, J., Oparil, S., & Weber, M. (2011). Adherence and persistence with taking medication to control high blood pressure. *Journal of the American Society of Hypertension*, 5(1), 56-63.
- Kakudate, N., Morita, M., Fukuhara, S., Sugai, M., Nagayama, M., Kawanami, M., & Chiba, I. (2010). Application of self-efficacy theory in dental clinical practice. *Oral Diseases*, 16, 747-752. <https://doi:10.1111/j.1601-0825.2010.01703>
- Lorig, K., Ritter, P.L., Moreland, C., Laurent, D.D. (2015). Can a box of mailed materials achieve the triple aims of health care? The mailed chronic disease self-management tool kit study. *Health Promot Pract*, 16(5), 765-774. <https://doi:10.1177/1524839915571633>
- Schafer, J.J., Naples, J.G., Pizzi, L.T., & DeSimone Jr., J.A. (2015). The effects of a pharmacist-delivered patient education programme on retention in human immunodeficiency virus care: A pilot study. *Journal of Pharmaceutical Health Services Research*, 6(2), 83-89.
- Sheikh, H., Brezar, A., Dzwonek, A., Yau, L., & Calder, L.A. (2018). Patient understanding of discharge instructions in the emergency department: Do different patients need different approaches? *Int J Emerg Med*, 11(5).
- Tang, T.S., Funnell, M.M., Brown, M., & Kurlander, J. (2010). Self-management support in “real-world” settings: An empowerment-based intervention. *Patient Education and Counseling*, 79, 178-184.
- Zhang, Karen M., Dindoff, K., Arnold, Malcolm, O., Lane, J., & Swartzman, L.C. (2015). What matters to patients with heart failure? The influence of non-health-related goals on patient adherence to self-care management, *Patient Education and Counseling*, 98, 927-934.

List 4

- Dickson, V.V. & Riegel, B. (2009). Are we teaching what patients need to know? Building skills in heart failure self-care. *Heart & Lung*, 38(3), 253-261.
- Ford, C.A., Cheek, C., Culhane J., Fishman, J., Mathew, L., Salek E.D.,...Jaccard, J. (2016). Parent and adolescent interest in receiving adolescent health communication information from primary care clinicians. *Journal of Adolescent Health*, 59, 154-161.

Friedman, A., Cosby, R., Boyko, S., Hatton-Bauer, J., & Turnbull, G. (2011). Possible consideration: Effective teaching strategies and methods of delivery for patient education: A systematic review and practice guideline recommendations. *Journal of Cancer Education*, 26(1), 12-21.

Gakumo, C.A. Enah, C., Vance, D., Sahinoglu, E., & Raper, J. (2015). Keep it simple: Older African Americans' preferences for a health literacy intervention in HIV management. *Patient Preference and Adherence*, 9, 217-223.

Giuse, N., Koonce, T., Storrow, A., Kusnoor, S., & Ye, F. (2012) Using health literacy and learning style preferences to optimize the delivery of health information. *Journal of Health Communication*, 17(S3), 122-140.

Halpert, A., Dalton, C., Palsson, O., Morris, C., Yuming, H., Bangdiwala, S.,...Drossman, D. (2008). Patient educational media preferences for information about irritable bowel syndrome (IBS). *Digestive Diseases and Sciences*, 53(12), 3184-3190.

Jafari, J., Karimi, M.H., Zary, N., & Masiello, I. (2016). Exploring educational needs and design aspects of internet-enabled patient education for persons with diabetes: A qualitative interview study. *BMJ*, 6(10), e013282.

Kraschnewski, J.L., Chuang, C.H., Poole, E.S., Peyton, T., Blubaugh, I., Pauli, J.,...Reddy, M. (2014). Paging "Dr. Google": Does technology fill the gap created by the prenatal care visit structure? Qualitative focus group study with pregnant women. *Journal of Medical Internet Research*, 16(6). <http://jmir.org/2014/6/e147>

Khazaeipour, Z. (2016). Effective teaching strategies for patient education in individuals with spinal cord injury in Iran. *Archives of Neuroscience*, 3(1). <https://doi:10.5812/archneurosci.28211>

Lorig, K., Ritter, P.L., Moreland, C., Laurent, D.D. (2015). Can a box of mailed materials achieve the triple aims of health care? The mailed chronic disease self-management tool kit study. *Health Promot Pract*, 16(5), 765-774. <https://doi.org/10.1177/1524839915571633>

Marcus, C. (2014). Strategies for improving the quality of verbal patient and family education: A review of the literature and creation of the EDUCATE model. *Health Psychology & Behavioural Medicine*, 2(1), 482-495.

Myers, J., & Pellino, T. (2009). Developing new ways to address learning needs of adult abdominal organ transplant recipients. *Progress in Transplantation*, 19(2), 160-166.

Palacio, A.M., Kirolos, I. & Tamariz, L. (2015). Patient values and preferences when choosing anticoagulants. *Patient Preference and Adherence*, 9, 133-138. <https://doi:10.2147/PPA.S64295>

Ranjita Misra, R., Lambert, L., Vera, D., Mangaraj, A., Khanna, S.R., & Sen, C.K. (April 17-20, 2010). Assessing Adult Learning Preference for Successful Wound Care in a Comprehensive Wound Center. *10th Annual Meeting of the Wound Healing Society SAWC/WHS Joint Meeting*. Gaylord Palms Hotel and Convention Center, Orlando, FL.

The Joint Commission. *Comprehensive Accreditation and Certification Manual for Hospitals: The Official Handbook*. Oak Brook, IL: Joint Commission Resources, 2019.

List 5

Cutilli, C.C., & Schaefer, C.T. (2011). Case studies in geriatric health literacy. *Orthopaedic Nursing*, 30(4). <https://doi.org/10.1097/NOR.Ob013e3182247>

Dickson, V.V. & Riegel, B. (2009). Are we teaching what patients need to know? Building skills in heart failure self-care. *Heart & Lung*, 38(3), 253-261.

Freed, E., Long, D., Rodriguez, T., Franks, P., Kravitz, R. L., & Jerant, A. (2013). The effects of two health information texts on patient recognition memory: A randomized controlled trial. *Patient Education and Counseling*, 92(2), 260-265.

Gakumo, C.A., Enah, C., Vance, D., Sahinoglu, E., Raper, J. (2015). Keep it simple: Older African Americans' preferences for a health literacy intervention in HIV management. *Patient Preference and Adherence*, 9, 217-223.

Giuse, N., Koonce, T., Storrow, A., Kusnoor, S., & Ye, F. (2012). Using health literacy and learning style preferences to optimize the delivery of health information. *Journal of Health Communication*, 17(S3), 122-140.

Hibbard, J.H. (2017). Patient activation and the use of information to support informed health decisions. *Patient Education and Counseling*, 100, 5-7.

Knox, C., Hampp, C., Willy, M., Winterstein, A., & Dal Pan, G. (2015). Patient understanding of drug risks: An evaluation of medication guide assessments. *Pharmacoepidemiology and Drug Safety*, 24, 518-525.

Malcolm, G. Re-engineered discharge cuts readmissions. (2012). *Hospital Case Management*, 20(5), 70-75. [https://advance-lexis-com.proxy.lib.ohio-state.edu/api/document?collection=news&id=urn:contentItem:55DV-XTW1-JBDY-02BG-00000-00&context=1516831](https://advance.lexis-com.proxy.lib.ohio-state.edu/api/document?collection=news&id=urn:contentItem:55DV-XTW1-JBDY-02BG-00000-00&context=1516831)

Marcus, C. (2014). Strategies for improving the quality of verbal patient and family education: A review of the literature and creation of the EDUCATE model. *Health Psychology & Behavioural Medicine*, 2(1), 482-495.

Matsuyama, R., Wilson-Genderson, M., Kuhn, L., Moghanaki, D., Vachhani, H., & Paasche-Orlow, M. (2011). Education level, not health literacy, associated with information needs for patients with cancer. *Patient Education and Counseling*, 85(3), e229-e236.

Morris, N., MacLean, C., & Littenberg, B. (2013). Change in health literacy over 2 years in older adults with diabetes. *The Diabetes Educator*, 39(5), 638-646.

Peter, D., Robinson, P., Jordan, M., Lawrence, S., Casey, K., & Salas-Lopez, D. (2015). Reducing readmissions using teach-back. *Journal of Nursing Administration*, 45(1), 35-42.

Rollnick, S., Miller, W.R., & Butler, C.C. (2008). *Motivational Interviewing in Health Care: Helping Patients Change Behavior*. The Guilford Press.

Schapira, M.M., Swartz, S., Ganschow, P.S., Neuner, J., & Fletcher, K. (2015). Is tailoring to health literacy or numeracy effective? Results of a systematic review. *Journal of General Internal Medicine*, 30, S199-S200.

Svarstad, B., Kotchen, J., Shireman, T., Brown R., Crawford, S., Mount, J., Palmer, P., Vivian, E., & Wilson, D. (2013). Improving refill adherence and hypertension control in black patients: Wisconsin TEAM trial. *Journal of the American Pharmacists Association*, 53(5), 520-529.

The Advisory Board Company. Nursing Executive Center. (2015). *The manager's toolkit for helping frontline clinicians tap into patient's motivation to change*. <https://www.advisory.com/research/nursing-executive-center/studies/2015/motivational-interviewing-101>

The Joint Commission. *Comprehensive Accreditation and Certification Manual for Hospitals: The Official Handbook*. Oak Brook, IL: Joint Commission Resources, 2019.

Planning References

List 6

Barnason, S., White-Williams, C., Rossi, L., Centeno, M., Crabbe, D., Lee, K., McCabe, N., Nauser, J., Schulz, P., Stamp, K., & Wood, K. (2017). Evidence for therapeutic patient education interventions to promote cardiovascular patient self-management: A scientific statement for healthcare professionals from the American Heart Association. *Circulation, Cardiovascular Quality and Outcomes*, 10(6).

Bastable, S. (2017). *Patient education essentials*. Jones & Bartlett Learning.

Bastiaens, H., Sunaert, P., Wens, J., Sabbe, B., Jenkins, L., Nobels, F., Snauwert, B., & Van Roven, P. (2009). Supporting diabetes self-management in primary care: Pilot study of a group-based programme focusing on diet and exercise. *Primary Care Diabetes*, 3, 103-109.

Dickson, V.V., & Riegel, B. (2009). Are we teaching what patients need to know? Building skills in heart failure self-care. *Heart & Lung*, 38(3), 253-261.

Gakumo, C., Enah, C., Vance, D., Sahinoglu, E., Raper, J. (2015). "Keep it simple": Older African Americans' preferences for a health literacy intervention in HIV management. *Patient Preference and Adherence*, 9, 217-223.

Glick, A.F., Farkas, J.S., Nicholson, J., Dreyer, B., Fears, M., Bandera, C., & Yin, H.S. (2017). Parental management of discharge instructions: A Systematic Review. *Pediatrics*, 140(2), e20164165. <https://doi.org/10.1542/peds.2016-4165>

Kambhampati, S., Ashvetiya, T., Stone, N., Blumenthal, R., & Martin S. (2016). Shared decision-making and patient empowerment in preventive cardiology. *Current Cardiology Reports*, 18(49), 1-7.

Kane, S., & Robinson, A. (2010). Review article: Understanding adherence to medication in ulcerative colitis - Innovative thinking and evolving concepts. *Alimentary Pharmacology and Therapeutics*, 32(9), 1051-1058.

Madden, M., Tomsik, P., Terchak, J., Navacruz, L., Reichsman, A., Clark, T.C., Cella, P., Weirich, S.A., Munson, M.R., & Werner, J.J. (2011). Keys to successful diabetes self-management for uninsured patients: social support, observational learning, and turning points: A safety net providers' strategic alliance study. *Journal of the National Medical Association*, 103(3), 257-264.

Marcus, C. (2014). Strategies for improving the quality of verbal patient and family education: A review of the literature and creation of the EDUCATE model. *Health Psychology & Behavioural Medicine*, 2(1) 482-495.

- McCormack, L., Lefebvre, C.R., Bann, C., Taylor, O., & Rausch P. (2016) Consumer understanding, preferences, and responses to different versions of drug safety messages in the United States: a randomized controlled trial. *Drug safety*, 39(2), 171-184.
- Naik A., Teal C., Rodriguez E., & Haidet, P. (2011), Knowing the ABCs: A comparative effectiveness study of two methods of diabetes education. *Patient Education and Counseling*, 85(3), 383-389.
- Navidian, A., Mobaraki, H., & Shakiba, M. (2017). The effect of education through motivational interviewing compared with conventional education on self-care behaviors in heart failure patients with depression. *Patient Education and Counseling*, 100(8), 1499-1504.
- Nelda, N. (2010). Teaching so they hear: Using a co-created diabetes self-management education approach. *Journal of the American Academy of Nurse Practitioners*, 22, 316-325.
- Newall, F., Johnston, L., & Monagle, P. (2008). Optimising anticoagulant education in the paediatric setting using a validated model of education. *Patient Education & Counseling*, 73(2), 384-388.
- Odegard, P., Carpinito, G., & Christensen, D. (2013). Medication adherence program: Adherence challenges and interventions in type 2 diabetes. *Journal of the American Pharmacists Association*, 53(3), 267-272.
- Press, V., Arora, V., Shah, L., Lewis, S., Charbeneau, J., Naureckas, E., & Krishnan, J. (2012). Comparative effectiveness of hospital-based educational interventions for patients with COPD or asthma. *Journal of General Internal Medicine*, 27, S144-S145.
- Radhakrishnan, K. (2012). The efficacy of tailored interventions for self-management outcomes of type 2 diabetes, hypertension or heart disease: A systematic review. *Journal of Advanced Nursing*, 68(3), 496-510.
- Rafii, F., Shahpoorian, F., Azarbaad, M. (2008). The reality of learning self-care needs during hospitalization: patients' and nurses' perceptions. *Self-Care, Dependent-Care & Nursing*, 16(2), 34-39.
- Schillinger, D., Hammer, H., Wang, F., Palacios, J., McLean, I., Tang, A., Youmans, S., & Handley, M. (2008). Seeing in 3-D: Examining the reach of diabetes self-management support strategies in a public health care system. *Health Education and Behavior*, 35(5), 664-682.
- Sheikh, H., Brezar, A., Dzwonek, A., Yau, L., & Calder, L.A. (2018). Patient understanding of discharge instructions in the emergency department: do different patients need different approaches? *Int J Emerg Med*, 11(5). <https://doi.org/10.1186/s12245-018-0164-0>
- Smith, M., & Wallace, L. (2013). Reducing drug self-injection errors: A randomized trial comparing a "standard" versus "plain language" version of patient Instructions for Use. *Research in Social and Administrative Pharmacy*, 9(5), 621-625.
- Sookhoo, D., Pellowe, C., & Derham, C. (2013). The experiences of heart failure patients following their participation in self-management patient education programmes: A systematic review. *JBIC Database of Systematic Reviews & Implementation Reports*, 11(2), 236-280.
- Tang, T.S., Funnell, M.M., Brown, M., & Kurlander, J. (2010). Self-management support in "real-world" settings: An empowerment-based intervention. *Patient Education and Counseling*, 79,178-184.

Walker, R., Gebregziabher, M., Martin-Harris, B., & Egede, L. (2014). Relationship between social determinants of health and processes and outcomes in adults with type 2 diabetes: Validation of a conceptual framework. *BMC Endocrine Disorders, 14*(82). <https://doi.org/10.1186/1472-6823-14-82>

Wolever, R.Q., Dreusicke, M., Fikkan, J., Hawkins, T. V, Yeung, S., Wakefield, J., & Skinner, E. (2010). Integrative health coaching for patients with type 2 diabetes: A randomized clinical trial. *Diabetes Educator, 36*(4), 629-639. <https://doi.org/10.1177/0145721710371523>

List 7

Arthurs, G., Simpson, J., Brown, A., Kyaw, O., Shyrier, S., & Concert, C.M. (2015). The effectiveness of therapeutic patient education on adherence to oral anti-cancer medicines in adult cancer patients in ambulatory care settings: A systematic review. *JBI Database of Systematic Reviews and Implementation Reports, 13*(5), 244-292.

Brunk, D., Taylor, A., Williams, I., Cox, D. & Clark, M. (2017). A culturally appropriate self-management program for Hispanic adults with type 2 diabetes and low health literacy skills. *Journal of Transcultural Nursing, 28*(2), 187-194.

Bevan, J., & Pecchioni, L.L. (2008). Understanding the impact of family caregiver cancer literacy on patient health outcomes. *Patient Education and Counseling, 71*, 356-364.

Cange, A., Bickmore, T., Harris, K., Neylon, D., Kvedar, J., Brown, J., & Watson, A. (2008). Improving adherence to an exercise program: A personalized virtual coach. *Telemedicine and e-Health, 14*(Suppl1), 39.

Cutilli, C.C., & Schaefer, C.T. (2011). Case studies in geriatric health literacy. *Orthopaedic Nursing, 30*(4). <https://doi:10.1097/NOR.Ob013e3182247>

Daley, C., Kelly, K., Cafiero, M., & Filippone, J. (2013). Knowledge translation to reduce heart failure (HF) readmission rates. *Cardiology (Switzerland), 126*, 453.

Gakumo, C., Enah, C., Vance, D., Sahinoglu, E., & Raper, J. (2015). "Keep it simple": Older African Americans' preferences for a health literacy intervention in HIV management. *Patient Preference and Adherence, 9*, 217-223.

Giuse, N., Koonce, T., Storrow, A., Kusnoor, S., & Ye, F. (2012). Using health literacy and learning style preferences to optimize the delivery of health information. *Journal of Health Communication, 17*(3), 122-140.

Gleaners: Feeding People, News & Stories. Nourishing Lives. Hunger Stories, September 18, 2015. Cooking matters: Research study shows improvement for women with diabetes. Researcher Viki Shayna, Ph.D.

Glick, A.F., Farkas, J.S., Nicholson, J., Dreyer, B., Fears, M., Bandera, C., & Yin, H.S. (2017). Parental management of discharge instructions: A systematic review. *Pediatrics, 140*(2), e20164165. <https://doi.org/10.1542/peds.2016-4165>

Grabeel, K., Russomanno, J., Oelschlegel, S., Tester, E., & Heidel, R. (2018). Computerized versus hand-scored health literacy tools: a comparison of simple measure of gobbledygook (SMOG) and Flesch-Kincaid in printed patient education materials. *Journal of the Medical Library Association, 106*(1), 38-45.

- Hill-Briggs, F., Schumann, K.P., & Dike, O. (2012). Five-step methodology for evaluation and adaptation of print patient health information to meet the < 5th grade readability criterion. *Medical Care*, 50(4), 294-301.
- Hoffman, A., Lowenstein, L., Kamath, G., Housten, A., Leal, V., Linder, S., Jibaja-Weiss, M., Raju, G., & Volk, R. (2017). An entertainment-education colorectal cancer screening decision aid for African American patients: A randomized controlled trial. *Cancer*, 123(8), 1401-1408.
- Howe, C.J., Cipher, D.J., LeFlore, J., & Lipman, T.H. (2015). Parent health literacy and communication with diabetes educators in a pediatric diabetes clinic: A mixed methods approach. *Journal of Health Communications*, 20, 50-59.
- Ingadottir, B., Blondal, K., Jaarsma, T., & Thylen, I. (2016). Perceptions about traditional and novel methods to learn about postoperative pain management: A qualitative study. *Journal of Advanced Nursing*, 72(11), 2672-2683.
- Jordan, J., Buchbinder, R., & Osborne, R. (2010). Conceptualising health literacy from the patient perspective. *Patient Education and Counseling*, 79(1), 36-42
- Knier, S., Stichler, J., Ferber, L., & Catterall, K. (2015). Patients' perceptions of the quality of discharge teaching and readiness for discharge. *Rehabilitation Nursing: The Official Journal of the Association of Rehabilitation Nurses*, 40(1), 30-39.
- Knox, C., Hampp, C., Willy, M., Winterstein, A., & Dal Pan, G. (2015). Patient understanding of drug risks: An evaluation of medication guide assessments. *Pharmacoepidemiology and Drug Safety*, 24, 518-525.
- Marcus, C. (2014). Strategies for improving the quality of verbal patient and family education: A review of the literature and creation of the EDUCATE model. *Health Psychology & Behavioural Medicine*, 2(1) 482-495.
- Martinez-Rico, S., Lizaur-Utrilla, A., Sebastia-Forcada, E., Vizcaya-Moreno, M.F. & de Juan-Herrero, J. (2018). The impact of a phone assistance nursing program on adherence to home exercises and final outcomes in patients who underwent shoulder instability surgery: A randomized controlled study. *Orthopaedic Nursing*, 37(6), 372-378.
- Matsuyama, R., Wilson-Genderson, M., Kuhn, L., Moghanaki, D., Vachhani, H., & Paasche-Orlow, M. (2011). Education level, not health literacy, associated with information needs for patients with cancer. *Patient Education and Counseling*, 85(3), e229-e236. <https://doi.org/10.1016/j.pec.2011.03.022>
- McCormack, L., Lefebvre, C.R., Bann, C., Taylor, O., & Rausch P. (2016). Consumer understanding, preferences, and responses to different versions of drug safety messages in the United States: a randomized controlled trial. *Drug Safety*, 39(2), 171-184.
- Naik A., Teal C., Rodriguez E., & Haidet, P. (2011). Knowing the ABCs: A comparative effectiveness study of two methods of diabetes education. *Patient Education and Counseling*, 85(3), 383-389.
- Portnoy, D., Roter, D., & Erby, L. (2010). The role of numeracy on client knowledge in BRCA genetic counseling. *Patient Education and Counseling*, 81(1), 131-136.
- Radhakrishnan, K. (2012). The efficacy of tailored interventions for self-management outcomes of type 2 diabetes, hypertension or heart disease: A systematic review. *Journal of Advanced Nursing*, 68(3), 496-510.

Rikard, R., Thompson, M., Head, R., McNeil, C., & White C. (2012). Problem posing and cultural tailoring: developing an HIV/AIDS health literacy toolkit with the African American community. *Health Promotion Practice, 13*(5), 626-636.

Rodgers, C.C., Stegenga, K., Withycombe, J.S., Sachse, K., & Kelly, K.P. (2016). Processing information after a child's cancer diagnosis—how parents learn: A report from the children's oncology group. *Journal of Pediatric Oncology Nursing, 33*(6), 447-459.

Rushton, M., Howarth, M., Grant, M.J., & Astin, F. (2017). Person-centered discharge instruction following coronary artery bypass graft: A critical review. *Journal of Clinical Nursing, 2*(5), S206-S215.

Saint, S., Harrod, M., Fowler, K., & Houchens, N. (2017). How exemplary teaching physicians interact with hospitalized patients. *Journal of Hospital Medicine, 12*(12), 974-978.

Schillinger, D., Hammer, H., Wang, F., Palacios, J., McLean, I, Tang, A., Youmans, S., & Handley, M. (2008). Seeing in 3-D: Examining the reach of diabetes self-management support strategies in a public health care system. *Health Education and Behavior, 35*(5), 664-682.

Send, A., Haefeli, W., & Seidling, H. (2015). Long-term effect of an individualised medication plan with drug administration recommendations on the patients' drug knowledge. *European Journal of Hospital Pharmacy, 22*, A90.

Sheikh, H., Brezar, A., Dzwonek, A., Yau, L., & Calder, L. (2018). Patient understanding of discharge instructions in the emergency department: do different patients need different approaches? *International Journal of Emergency Medicine, 11*, 5. <https://doi.org/10.1186/s12245-018-0164-0>

Skelton, S.L., Waterman, A.D., Davis, L.A., Peipert, J.D. & Fish, A.F. (2015). Apply best practices to designing patient education for patients with end-stage renal disease pursuing kidney transplant. *Progress in Transplantation, 25*(1), 77-84.

Svarstad, B., Kotchen, J., Shireman, T., Brown, R., Crawford, S., Mount, J., Palmer, P., Vivian, E., & Wilson, D. (2013). Improving refill adherence and hypertension control in black patients: Wisconsin TEAM trial. *Journal of the American Pharmacists Association, 53*(5), 520-529.

List 8

Dickson, V., Chyun, D., Caridi, C., Gregory, J.K., & Katz, S. (2016). Low literacy self-care management patient education for a multi-lingual heart failure population: Results of a pilot study. *Applied Nursing Research, 29*, 122-124. <https://doi.org/10.1016/j.apnr.2015.06.002>

Schillinger, D., Hammer, H., Wang, F., Palacios, J., McLean, I, Tang, A., Youmans, S., & Handley, M. (2008). Seeing in 3-D: Examining the reach of diabetes self-management support strategies in a public health care system. *Health Education and Behavior, 35*(5), 664-682.

List 9

Dickson, V.V., & Riegel, B. (2009). Are we teaching what patients need to know? Building skills in heart failure self-care. *Heart & Lung, 38*(3), 253-261.

Ford, C.A., Cheek, C., Culhane, J., Fishman, J., Mathew, L., Salek, E.D., & Jaccard, J. (2016). Parent and adolescent interest in receiving adolescent health communication information from primary care clinicians. *Journal of Adolescent Health, 59*, 154-161.

Glick, A.F., Farkas, J.S., Nicholson, J., Dreyer, B., Fears, M., Bandera, C., & Yin, H.S. (2017). *Parental management of discharge instructions: A Systematic Review. Pediatrics, 140*(2), e20164165. <https://doi.org/10.1542/peds.2016-4165>

Howe, C.J., CIPHER, D.J., LeFlore, J., & Lipman, T.H. (2015). Parent health literacy and communication with diabetes educators in a pediatric diabetes clinic: A mixed methods approach. *Journal of Health Communications, 20*, 50-59.

Kelo, M., Martikainen, M., & Eriksson, E. (2011). Self-care of school-age children with diabetes: An integrative review. *Journal of Advanced Nursing, 67*(10), 2096-2108.

Mikkonen, I., & Hynynen, M. (2012). Health care professionals' views about supporting patients' self-management. *Health Education, 112*(5), 396-405.

Rafii, F., Shahpoorian, F., & Azarbaad, M. (2008). The reality of learning self-care needs during hospitalization: patients' and nurses' perceptions. *Self-Care, Dependent-Care & Nursing, 16*(2), 34-39.

Rodgers, C.C., Stegenga, K., Withycombe, J.S., Sachse, K., & Kelly, K.P. (2016). Processing information after a child's cancer diagnosis--how parents learn: A report from the children's oncology group. *Journal of Pediatric Oncology Nursing, 33*(6), 447-459.

Rushton, M., Howarth, M., Grant, M.J., & Astin, F. (2017). Person-centered discharge instruction following coronary artery bypass graft: A critical review. *Journal of Clinical Nursing, 26*(5), S206-S215.

Saint, S., Harrod, M., Fowler, K., & Houchens, N. (2017). How exemplary teaching physicians interact with hospitalized patients. *Journal of Hospital Medicine, 12*(12), 974-978.

Schillinger, D., Hammer, H., Wang, F., Palacios, J., McLean, I., Tang, A., Youmans, S., & Handley, M. (2008). Seeing in 3-D: Examining the reach of diabetes self-management support strategies in a public health care system. *Health Education and Behavior, 35*(5), 664-682.

Twaddell, J.W. (2013). Parent education needs of infants with complex life-threatening illness illnesses. (Doctoral Dissertation). <https://libres.uncg.edu/ir/uncg/listing.aspx?id=10179>

List 10

Dickson, V., Chyun, D., Caridi, C., Gregory, J.K., & Katz, S. (2016). Low literacy self-care management patient education for a multi-lingual heart failure population: Results of a pilot study. *Applied Nursing Research, 29*, 122-124. <https://doi.org/10.1016/j.apnr.2015.06.002>

- Gakumo, C., Enah, C., Vance, D., Sahinoglu, E., & Raper, J. (2015). "Keep it simple": Older African Americans' preferences for a health literacy intervention in HIV management. *Patient Preference and Adherence*, 9, 217-223.
- Howe, C.J., Ciper, D.J., LeFlore, J., & Lipman, T.H. (2015). Parent health literacy and communication with diabetes educators in a pediatric diabetes clinic: A mixed methods approach. *Journal of Health Communications*, 20, 50-59.
- Kuntz, J., Safford, M., Singh, J., Phansalkar, S., Slight, S. Her, Q.L., Lapointe, N.A., Mathews, R., O'Brien, E., Brinkman, W.B., Hommel, K., Farmer, K.C., Maniam, N., Sobko, H.J., Bailey, S.C., Cho, I., Rumptz, M.H., Vandermeer, M.L., & Hornbrook, M.C. (2014). Patient-centered interventions to improve medication management and adherence: A qualitative review of the research findings. *Patient Education and Counseling*, 97, 310-326.
- Mikkonen, I., & Hynynen, M. (2012). Health care professionals' views about supporting patients' self-management. *Health Education*, 112(5), 396-405.
- Odegard, P., Carpinito, G., & Christensen, D. (2013). Medication adherence program: Adherence challenges and interventions in type 2 diabetes. *Journal of the American Pharmacists Association*, 53(3), 267-272.
- Peter, D., Robinson, P., Jordan, M., Lawrence, S., Casey, K., & Salas-Lopez, D. (2015). Reducing readmissions using teach-back. *Journal of Nursing Administration*. 45(1), 35-42.
- Rushton, M., Howarth, M., Grant M.J., Astin, F. (2017). Person-centered discharge instruction following coronary artery bypass graft: A critical review. *Journal of Clinical Nursing*, 26(5), S206-S215.
- Sudore, L.R., & Schillinger, D. (2009). Interventions to improve care for patients with limited health literacy. *Journal of Clinical Outcomes Management*, 16(1), 20-29. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-61449250748&partnerID=40&md5=4f938747e87edfa9694f41701e2c9dde>

List 11

- Bastiaens, H., Sunaert, P., Wens, J., Sabbe, B., Jenkins, L., Nobels, F., Snauwert, B., & Van Roven, P. (2009). Supporting diabetes self-management in primary care: Pilot study of a group-based programme focusing on diet and exercise. *Primary Care Diabetes*, 3, 103-109.
- Bean, M., Powell, P., Quinoy, A., Ingersoll, K., Wickham III, E., & Mazzeo, S., (2015). Motivational interviewing targeting diet and physical activity improves adherence to paediatric obesity treatment: Results from the MI Values randomized controlled trial, *Pediatric Obesity*, 10(2) 118-125.
- Halterman, J., Riekert, K., Bayer, A., Fagnano, M., Tremblay, P., Blaakman, S. & Borrelli, B. (2011). A pilot study to enhance preventive asthma care among urban adolescents with asthma. *Journal of Asthma*, 48(5), 523-530.
- Hill, S., & Kavookjian, J. (2012). Motivational interviewing as a behavioral intervention to increase HAART adherence in patients who are HIV-positive: A systematic review of the literature, *AIDS Care - Psychological and Socio-Medical Aspects of AIDS/HIV*, 24(5), 583-592.

- Lundahl, B., Moleni, T., Burke, B., Butters, R., Tollefson, D., Butler, C., & Rollnick, S. (2013). Motivational interviewing in medical care settings: A systematic review and meta-analysis of randomized controlled trials. *Patient Education and Counseling, 93*(2), 157-168.
- Navidian, A., Mobaraki, H., & Shakiba, M. (2017). The effect of education through motivational interviewing compared with conventional education on self-care behaviors in heart failure patients with depression. *Patient Education and Counseling, 100*(8), 1499-1504.
- O'Brien, F., McKee, G., Mooney, M., O'Donnell, S., & Moser, D. (2014). Improving knowledge, attitudes and beliefs about acute coronary syndrome through an individualized educational intervention: a randomized controlled trial. *Patient Education & Counseling, 96*(2) 179-187.
- Rollnick, S., Miller, W.R., & Butler, C.C. (2008). *Motivational interviewing in health care: Helping patients change behavior*. The Guilford Press.
- The Advisory Board Company. Nursing Executive Center. (2015). The manager's toolkit for helping frontline clinicians tap into patient's motivation to change. <https://www.advisory.com/research/nursing-executive-center/studies/2015/motivational-interviewing-101>

List 12

- Arthurs, G., Simpson, J., Brown, A., Kyaw, O., Shyrier, S., & Concert, C.M. (2015). The effectiveness of therapeutic patient education on adherence to oral anti-cancer medicines in adult cancer patients in ambulatory care settings: A systematic review. *JBI Database of Systematic Reviews and Implementation Reports, 13*(5), 244-292.
- Bastiaens, H., Sunaert, P., Wens, J., Sabbe, B., Jenkins, L., Nobels, F., Snauwert, B., & Van Roven, P. (2009). Supporting diabetes self-management in primary care: Pilot study of a group-based programme focusing on diet and exercise. *Primary Care Diabetes, 3*, 103-109.
- Dontje, K., Kelly-Blake, K., Olomu, A., Rothert, M., Dwamena, F., Henry, R., Rovner, D., & Holmes-Rovner, M. (2013). Nurse-led group visits support shared decision-making in stable coronary artery disease. *Journal of Cardiovascular Nursing, 28*(3), 269-276.
- Engel, K.G., Heisler, M., Smith, D.M., Robinson, C.H., Forman, J.H., & Ubel, P.A. (2009). Patient comprehension of emergency department care and instructions: Are patients aware of when they do not understand? *Annals of emergency Medicine, 53*(4), 454-461.
- Johansson, K., Nuutila, L., Virtanen, H., Katajisto, J., & Salanterä, S. (2005). Preoperative education for orthopedic patients: Systematic review. *Journal of Advanced Nursing, 50*(2), 212-223.
- Martinez-Rico, S., Lizaur-Utrilla, A., Sebastia-Forcada, E., Vizcaya-Moreno, M.F. & de Juan-Herrero, J. (2018). The impact of a phone assistance nursing program on adherence to home exercises and final outcomes in patients who underwent shoulder instability surgery A randomized controlled study. *Orthopaedic Nursing, 37*(6), 372-378.

Paich, K., Dunn, R., Skolarus, T., Montie, J., Hollenbeck, B., Palpattu, G., & Wittman, D. (2016). Preparing patients and partners for recovery from the side effects of prostate cancer surgery: A group approach. *Urology*, *88*, 36-42.

Slyer, J., & Ferrara, L. (2013). The effectiveness of group visits for patients with heart failure on knowledge, quality of life, self-care, and readmissions: a systematic review. *JBI Database of Systematic Reviews & Implementation Reports*, *11*(7), 58-81.

Svarstad B., Kotchen J., Shireman T., Brown R., Crawford S., Mount J., Palmer P., Vivian E., & Wilson, D. (2013) Improving refill adherence and hypertension control in black patients: Wisconsin TEAM trial. *Journal of the American Pharmacists Association*, *53*(5), 520-529.

Wallace, A.S., Seligman, H.K., Davis, T.C., Schillinger D., Arnold, C.L., Bryant-Shilliday, B., Freburger, J.K., & DeWalt, D.A. (2009). Literacy-appropriate educational materials and brief counseling improve diabetes self-management. *Patient Education and Counseling*, *75*, 328-333.

List 13

Andiric, L.R. (2010). *Patient education and involvement in care*. [Doctoral dissertation, University of North Florida]. UNF Digital Commons. <https://digitalcommons.unf.edu/etd/272>

Freed, E., Long, D., Rodriguez, T., Franks, P., Kravitz, R. L., & Jerant, A. (2013). The effects of two health information texts on patient recognition memory: A randomized controlled trial. *Patient Education and Counseling*, *92*(2), 260-265.

Gadler, T., Crist, C., Brandstein, K., & Schneider, S.M. (2016). The effects of a take-home educational video on patient knowledge retention, anxiety, satisfaction, and provider time. *Urologic Nursing*, *36*(6), 297-302.

Johansson, K., Nuutila, L., Virtanen, H., Katajisto, J., & Salanterä, S. (2005). Preoperative education for orthopedic patients: Systematic review. *Journal of Advanced Nursing*, *50*(2), 212-223.

Paich, K., Dunn, R., Skolarus, T., Montie, J., Hollenbeck, B., Palpattu, G., & Wittman, D. (2016). Preparing patients and partners for recovery from the side effects of prostate cancer surgery: A group approach. *Urology*, *88*, 36-42.

List 14

Baas, L., Kirkwood, P., Lewis, C., Prasun, M., Reigle, J., Bither, C., Rathman, L., Wick, L., & Galvao, M. (2013). Perceived barriers and facilitators to patients receiving 60 minutes of heart failure education: A survey of AAHFN members. *Heart and Lung*, *43*, 3-5. <https://doi.org/10.1016/j.hrtlng.2013.10.013>

Chu, E.S., Hakkarinen, D., Evig, C., Page, S., Keniston, A., Dickinson, M., & Albert, R.K. (2008). Underutilized time for health education of hospitalized patients. *Journal of Hospital Medicine*, *3*(3), 238-46. <https://doi10.1002/jhm.295>

Knier, S., Stichler, J., Ferber, L., & Catterall, K. (2015). Patients' perceptions of the quality of discharge teaching and readiness for discharge. *Rehabilitation Nursing, 40*(1), 30-39.

Rafii, F., Shahpoorian, F., & Azarbaad, M. (2008). The reality of learning self-care needs during hospitalization: Patients' and nurses' perceptions. *Self-Care, Dependent-Care & Nursing, 16*(2), 34-39.

List 15

Boyde, M., Peters, R., New, N., Hawang, R., Ha, T., & Korczyk, D. (2018). Self-care educational intervention to reduce hospitalisations in heart failure: A randomised controlled trial. *European Journal of Cardiovascular Nursing, 17*(2), 178-185.

Cange, A., Bickmore, T., Harris, K., Neylon, D., Kvedar, J., Brown, J., & Watson, A. (2008). Improving adherence to an exercise program: A personalized virtual coach. *Telemedicine and e-Health, 14*(Suppl1), 39.

Glick, A.F., Farkas, J.S., Nicholson, J., Dreyer, B., Fears, M., Bandera, C.,...Yin, H.S. (2017). Parental management of discharge instructions: A systematic review. *Pediatrics, 140*(2), e20164165.

Knier, S., Stichler, J., Ferber, L., & Catterall, K. (2015). Patients' perceptions of the quality of discharge teaching and readiness for discharge. *Rehabilitation Nursing, 40*(1), 30-39.

Rushton, M., Howarth, M., Grant M.J., & Astin F. (2017). Person-centered discharge instruction following coronary artery bypass graft: A critical review. *Journal of Clinical Nursing, 26*(5), S206-S215.

List 16

Adams, R.J. (2010). Improving health outcomes with better patient understanding and education. *Risk Management and Healthcare Policy, 3*, 61-72.

Agency for Healthcare Research and Quality, (2015). *Health Literacy Universal Precautions Toolkit. (2nd ed.)*. <https://www.ahrq.gov/health-literacy/quality-resources/tools/literacy-toolkit/healthlittoolkit2.html>

Bailey, S.C., Wolf, M.S., Lopez, A., Russell, A., Chen, A.H., Schillinger, D.,...Sarkar, U. (2014) Expanding the universal medication schedule: a patient-centred approach. *BMJ Open, 4*:e003699, [doi:10.1136/bmjopen-2013-003699](https://doi.org/10.1136/bmjopen-2013-003699)

Barnason, S., White-Williams, C., Rossi, L., Centeno, M., Crabbe, D., Lee, K., McCabe, N., Nauser, J., Schulz, P., Stamp, K., & Wood, K. (2017). Evidence for therapeutic patient education interventions to promote cardiovascular patient self-management: A scientific statement for healthcare professionals from the American Heart Association. *Circulation, Cardiovascular Quality and Outcomes, 10*(6).

Brunk, D., Taylor, A., Williams, I., Cox, D. & Clark, M. (2017). A culturally appropriate self-management program for randomized adults with type 2 diabetes and low health literacy skills. *Journal of Transcultural Nursing, 28*(2), 187-194.

- Centers for Disease Control and Prevention (CDC). Office of the Associate Director for Communication. (2019). *Clear Communication Index A Tool for Developing and Assessing CDC Public Communication Products User Guide*. <https://www.cdc.gov/ccindex/pdf/ClearCommUserGuide.pdf>
- Coffman, M.J., Ferguson, B.L., Steinman, L. Talbot, L.A., & Dunbar-Jacob, J. (2012). A health education pilot for Latina women with diabetes. *Clinical Nursing Research*, 22(1), 70-81.
- Dickson, V., Chyun, D., Caridi, C., Gregory, J.K., & Katz, S. (2016). Low literacy self-care management patient education for a multi-lingual heart failure population: Results of a pilot study. *Applied Nursing Research*, 29, 122-124.
- Engers, A., Jellema, P., Wensing, M., van der Windt, D., Grol, R., & van Tulder, M.W. (2008). Individual patient education for low back pain. *Cochrane Database of Systematic Reviews 2008*. 1(CD004057), 1-52. <https://doi.org/10.1002/14651858.CD004057.pub3>
- Gakumo, C., Enah, C., Vance, D., Sahinoglu, E., & Raper, J. (2015). "Keep it simple": older African Americans' preferences for a health literacy intervention in HIV. *Patient Preference and Adherence*, 9, 217-223.
- Goolsby, R.D. (2010). Revising selected written patient education materials through readability and concreteness. [Doctoral dissertation, Texas A & M University].
- Grabeel, K.L., Russomanno, J., Oelschlegel, S., Tester, E., & Heidel, R. (2018). Computerized versus hand-scored health literacy tools: A comparison of simple measure of gobbledygook and flesch-kincaid in printed patient education materials. *Journal of the Medical Library Association*, 106(1), 38-45.
- Howe, C.J., Cipher, D.J., LeFlore, J., & Lipman, T.H. (2015). Parent health literacy and communication with diabetes educators in a pediatric diabetes clinic: A mixed methods approach. *Journal of Health Communications*, 20, 50-59.
- Kealey, G. P., Dhungel, V., Wideroff, M.J., Liao, J., Choi, K., Skeet, D.A. & Pitcher, G., (2015). Patient education and recall regarding post splenectomy immunizations. *Journal of Surgical Research*, 199, 580-585.
- Marcus C. (2014). Strategies for improving the quality of verbal patient and family education: A review of the literature and creation of the EDUCATE model. *Health Psychology & Behavioral Medicine*, 2(1) 482-495.
- Matti, A., Keane, M., McCarl, H., & Klaer, P., & Chen, C. (2010). Patients' knowledge and perception on optic neuritis management before and after an information session. *BMC Ophthalmology*, 10(7). <https://doi.org/10.1186/1471-2415-10-7>
- Mavri, A., Ostasevski, F.N., Kramaric, A., & Kosmelj, K. (2015). New educational approach for patients on warfarin improves knowledge and therapy control. *Wiener Klinische Wochenschrift*. 127(11-12), 472-476.
- McCormack, L., Lefebvre, C.R., Bann, C., Taylor, O., & Rausch P. (2016). Consumer understanding, preferences, and responses to different versions of drug safety messages in the United States: A randomized controlled trial. *Drug Safety*, 39(2), 171-184
- National Institutes of Health. *Clear Communication*. www.nih.gov/clear-communication

Osborne, H. (2018). *Health Literacy from A to Z: Practical ways to communicate your health message*. (2nd ed.). Aviva Publishing.

Parnell, T.A. (2015). *Health Literacy in Nursing*. Springer Publishing Company.

Plain Language Action and Information Network (PLAIN). United States of America Government. <https://www.plainlanguage.gov/>

Rosenfeld, L., Rudd, R., Emmons, K., Acevedo-García, D., Martin, L., & Buka, S. (2011). Beyond reading alone: The relationship between aural literacy and asthma management. *Patient Education and Counseling*, 82(1), 110-116.

Skelton, S.L., Waterman, A.D., Davis, L.A., Peipert, J.D., & Fish, A.F. (2015). Apply best practices to designing patient education for patients with end-stage renal disease pursuing kidney transplant. *Progress in Transplantation*, 25(1), 77-84.

Smith, M., & Wallace, L. (2013). Reducing drug self-injection errors: A randomized trial comparing a “standard” versus “plain language” version of patient instructions for use. *Research in Social and Administrative Pharmacy*, 9(5), 621-625.

Stratis Health Rural Quality Improvement Technical Assistance. (2017). A study of HCAHPS best practices in high performing critical access hospitals. <https://www.ruralcenter.org/resource-library/study-of-hcahps-best-practices-in-high-performing-cahs>

Sudore, L.R., & Schillinger, D. (2009). Interventions to improve care for patients with limited health literacy. *Journal of Clinical Outcomes Management*, 16(1), 20-29. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-61449250748&partnerID=40&md5=4f938747e87edfa9694f41701e2c9dde>

Wang, L., Miller, M., Schmitt, M.R. & Wen, F.K. (2013). Assessing readability formula differences with written health information materials: Application, results, and recommendations. *Research in Social and Administrative Pharmacy*, 9, 503-516.

Wolf, M., Davis, T., Bass, P., Curtis, L., Lindquist, L., Webb, J., Bocchini, M., Bailey, S., & Parker, R. (2010). Improving prescription drug warnings to promote patient comprehension. *Archives of Internal Medicine*, 170(1), 50-56.

Yin, H.S., Gupta, R.S., Mendelsohn, A.L., Dreyer, B., van Schaick, L., Brown, C.R., Encalada, K., Sanchez, D.C., Warren, C.M. & Tomopoulos, S. (2017). Use of a low-literacy written action plan to improve parent understanding of pediatric asthma management: A randomized controlled study. *Journal of Asthma*, 54(9), 919-929.

List 17

Bastiaens, H., Sunaert, P., Wens, J., Sabbe, B., Jenkins, L., Nobels, F., Snauwert, B., & Van Roven, P. (2009). Supporting diabetes self-management in primary care: Pilot study of a group-based programme focusing on diet and exercise. *Primary Care Diabetes*, 3, 103-109.

Lipke, B., Gilbert, G., Shimer, H., Consenstein, L., Aris, C., Ponto, L., Lafaver, S., & Kowal, C. (2018). Newborn safety bundle to prevent falls and promote safe sleep. *The American Journal of Maternal Child Nursing*, 43(1), 32-37.

McCormack, L., Lefebvre, C.R., Bann, C., Taylor, O., & Rausch, P. (2016). Consumer understanding, preferences, and responses to different versions of drug safety messages in the United States: a randomized controlled trial. *Drug Safety*, 39 (2), 171-184.

Wolf, M., Davis, T., Bass, P., Curtis, L., Lindquist, L., Webb, J., Bocchini, M., Bailey, S., & Parker, R. (2010). Improving prescription drug warnings to promote patient comprehension. *Archives of Internal Medicine*, 170(1), 50-56.

List 18

Barnason, S., White-Williams, C., Rossi, L., Centeno, M., Crabbe, D., Lee, K., McCabe, N., Nauser, J., Schulz, P., Stamp, K. & Wood, K. (2017). Evidence for therapeutic patient education interventions to promote cardiovascular patient self-management: A scientific statement for healthcare professionals from the American Heart Association. *Circulation, Cardiovascular Quality and Outcomes*, 10(6).

McCormack, L., Lefebvre, C.R., Bann, C., Taylor, O., Rausch P. (2016). Consumer understanding, preferences, and responses to different versions of drug safety messages in the United States: a randomized controlled trial. *Drug Safety*, 39(2), 171-184.

Wolf, M., Davis, T., Bass, P., Curtis, L., Lindquist, L., Webb, J., Bocchini, M., Bailey, S., & Parker, R. (2010). Improving prescription drug warnings to promote patient comprehension. *Archives of Internal Medicine*, 170(1), 50-56.

List 19

Bastiaens, H., Sunaert, P., Wens, J., Sabbe, B., Jenkins, L., Nobels, F., Snauwert, B., & Van Roven, P. (2009). Supporting diabetes self-management in primary care: Pilot study of a group-based programme focusing on diet and exercise. *Primary Care Diabetes*, 3, 103-109.

Cange, A., Bickmore, T., Harris, K., Neylon, D., Kvedar, J., Brown, J., & Watson, A. (2008). Improving adherence to an exercise program: A personalized virtual coach. *Telemedicine and e-Health*, 14(Suppl1), 39.

Dickson, V.V., Riegel, B. (2009). Are we teaching what patients need to know? Building skills in heart failure self-care. *Heart & Lung*, 38(3), 253-261.

Lipke, B., Gilbert, G., Shimer, H., Consenstein, L., Aris, C., Ponto, L., Lafaver, S., Kowal, C. (2018). Newborn safety bundle to prevent falls and promote safe sleep. *The American Journal of Maternal Child Nursing*, 43(1), 32-37.

Lundahl, B., Moleni, T., Burke, B.L., Butters, R., Tollefson, D., Butler, C., & Rollnick, S. (2013). Motivational interviewing in medical care settings: A systematic review and meta-analysis of randomized controlled trials. *Patient Education and Counseling*, 93(2), 157-168.

Marini, B.L., Funk, K., Kraft, M.D., Fong, J.M., Naanos, R., Stout, S.M., & Wagner, D. (2014). The effects of an informational video on patient knowledge, satisfaction and compliance with venous thromboembolism prophylaxis: A pilot study. *Patient Education and Counseling*, 96, 264-267.

Kuntz, J.L., Safford, M.M., Singh, J.A., Phansalkar, S., Slight, S.P.,...Her, Q.L.(2014). Patient-centered interventions to improve medication management and adherence: A qualitative review of research findings. *Patient Education and Counseling*, 97, 310-326.

Sudore, L.R., & Schillinger, D. (2009). Interventions to improve care for patients with limited health literacy. *Journal of Clinical Outcomes Management*, 16(1), 20-29. Retrieved from <https://www.scopus.com/inward/record.uri?eid=2-s2.0-61449250748&partnerID=40&md5=4f938747e87edfa9694f41701e2c9dde>

Wolever, R.Q., Dreusicke, M., Fikkan, J., Hawkins, T.V., Yeung, S., Wakefield, J., Skinner, E. (2010). Integrative health coaching for patients with type 2 diabetes: A randomized clinical trial. *Diabetes Educator*, 36(4), 629-639. <https://doi.org/10.1177/0145721710371523>

List 20

Bastiaens, H., Sunaert, P., Wens, J., Sabbe, B., Jenkins, L., Nobels, F., Snauwert, B., & Van Roven, P. (2009). Supporting diabetes self-management in primary care: Pilot study of a group-based programme focusing on diet and exercise. *Primary Care Diabetes*, 3, 103-109

Dickson, V., Chyun, D., Caridi, C., Gregory, J.K., Katz, S. (2016). Low literacy self-care management patient education for a multi-lingual heart failure population: Results of a pilot study. *Applied Nursing Research*, 29, 122-124.

Kambhampati S., Ashvetiya, T., Stone, N., Blumenthal, R., & Martin, S. (2016). Shared decision-making and patient empowerment in preventive cardiology. *Current Cardiology Report*, 18(49), 1-7.

Kealey, G.P., Dhungel, V., Wideroff, M.J., Liao, J., Choi, K., Skeet, D.A. & Pitcher, G. (2015). Patient education and recall regarding post splenectomy immunizations. *Journal of Surgical Research*, 199, 580-585.

Lipke, B., Gilbert, G., Shimer, H., Consenstein, L., Aris, C., Ponto, L., Lafaver, S., & Kowal, C. (2018). Newborn safety bundle to prevent falls and promote safe sleep. *The American Journal of Maternal Child Nursing*, 43(1), 32-37.

Mackert, M., Ball, J., & Lopez, N. (2011). Health literacy awareness training for healthcare workers: Improving knowledge and intentions to use clear communication techniques. *Patient Education and Counseling*, 85(3), e225-e228.

Marcus, C. (2014). Strategies for improving the quality of verbal patient and family education: A review of the literature and creation of the EDUCATE model. *Health Psychology & Behavioural Medicine*, 2(1) 482-495.

Pals-Regitze, A.S., Olesen, K., Willaing, I. (2016). What does theory-driven evaluation add to the analysis of self-reported outcomes of diabetes education? A comparative realist evaluation of a participatory patient education approach. *Patient Education and Counseling*, 99, 995-1001.

Ring, N., Jepson, R., Pinnock, H., Wilson, C., Hoskins, G., Wyke, S., & Sheikh, A. (2012). Developing novel evidence-based interventions to promote asthma action plan use: A cross-study synthesis of evidence from randomized controlled trials and qualitative studies. *Trials*, 13, 216.

Schafer, J.J., Naples, J.G., Pizzi, L.T., & DeSimone Jr., J.A. (2015). The effects of a pharmacist-delivered patient education programme on retention in human immunodeficiency virus care: A pilot study. *Journal of Pharmaceutical Health Services Research*, 6(2), 83-89.

Svarstad, B., Kotchen, J., Shireman, T., Brown, R., Crawford, S., Mount, J., Palmer, P., Vivian, E., & Wilson, D. (2013) Improving refill adherence and hypertension control in black patients: Wisconsin TEAM trial. *Journal of the American Pharmacists Association*, 53(5), 520-529.

List 21

Adams, R.J. (2010). Improving health outcomes with better patient understanding and education. *Risk Management and Healthcare Policy*, 3, 61-72.

Akritidou, S., Husted, G., Kazakos, K., & Olesen, K. (2017). The effect of using interactive communication tools in adults with type-2 diabetes. *Nursing Reports*, 7(1), 6155.

Cange, A., Bickmore, T., Harris, K., Neylon, D., Kvedar, J., Brown, J., & Watson, A. (2008). Improving adherence to an exercise program: A personalized virtual coach. *Telemedicine and e-Health*, 14(Suppl1), 39.

Davis, S.A., Carpenter, D., Cummings, D.M., Lee, C., Blalock, S.J., Scott, E., Rodebaugh, L., & Sleath, B. (2017). Patient adoption of an internet-based diabetes medication to improve adherence: A pilot study. *Patient Education and Counseling*, 100, 174-178.

Dickson, V.V., & Riegel, B. (2009). Are we teaching what patients need to know? Building skills in heart failure self-care. *Heart & Lung*, 38(3), 253-261.

Kuntz, J.L., Safford, M.M., Singh, J.A., Phansalkar, S., Slight, S.P.,...Her, Q.L. (2014). Patient-centered interventions to improve medication management and adherence: A qualitative review of research findings. *Patient Education and Counseling*, 97, 310-326.

Naik, A., Teal, C., Rodriguez, E., & Haidet, P. (2011), Knowing the ABCs: A comparative effectiveness study of two methods of diabetes education. *Patient Education and Counseling*, 85(3), 383-389.

Niedermann, K., Buchi, S., Ciurea, A., Kubli, R., Steurer-Stey, C., Villiger, P.M., & De Bie, R.A. (2012). Six and 12 months' effects of individual joint protection education in people with rheumatoid arthritis: A randomized controlled trial. *Scandinavian Journal of Occupational Therapy*, 19(4), 360-369.

Qi, B., Resnick, B., Smeltzer, S., & Bausell, B. (2011). Self-efficacy program to prevent osteoporosis among Chinese immigrants. *Nursing Research*, 60(6), 393-404.

Ritter, P.L., & Lorig, K. (2014). The English and Spanish self-efficacy to manage chronic disease scale measures were validated using multiple studies. *Journal of Clinical Epidemiology*, 67(11), 1265-1273.

Schillinger, D., Hammer, H., Wang, F., Palacios, J., McLean, I., Tang, A., Youmans, S., & Handley, M. (2008). Seeing in 3-D: Examining the reach of diabetes self-management support strategies in a public health care system. *Health Education & Behavior, 35*(5), 664-682.

Wolever, R.Q., Dreusicke, M., Fikkan, J., Hawkins, T.V., Yeung, S., Wakefield, J., & Skinner, E. (2010). Integrative health coaching for patients with type 2 diabetes: A randomized clinical trial. *Diabetes Educator, 36*(4), 629-639. <https://doi.org/10.1177/0145721710371523>

List 22

Al-Sutari, M., & Ahmad, M. (2017). Effect of educational program on self-care behaviors and health outcome among patients with heart failure: an experimental study. *International Journal of Evidence-Based Healthcare, 15*(4), 178-185.

Conn, V., Ruppert, T., Maithe, Enriquez, R., Cooper, P., & Enriquez, M. (2016). Patient-Centered Outcomes of Medication Adherence Interventions: Systematic Review and Meta-Analysis. *Value in Health, 19*(2), 277-285.

Connell, C.J., Endacott, R., Jackman, J.A., Kiprillis, N.R., Sparkes, L.M., & Cooper, S.J. (2016). The effectiveness of education in the recognition and management of deteriorating patients: A systematic review. *Nurse Education Today, 44*, 133-145.

Dontje, K., Kelly-Blake, K., Olomu, A., Rothert, M., Dwamena, F., Henry, R., Rovner, D., & Holmes-Rovner, M. (2013). Nurse-led group visits support shared decision-making in stable coronary artery disease. *J of Cardiovascular Nursing, 28*(3), 269-276.

Gakumo, C., Enah, C., Vance, D., Sahinoglu, E., & Raper, J. (2015). "Keep it simple": older African Americans' preferences for a health literacy intervention in HIV. *Patient Preference and Adherence, 9*, 217-223.

Hesso, I., Gebara, S., & Kayyali, R. (2016). Impact of community pharmacists in COPD management: Inhalation technique and medication adherence. *Respiratory Medicine, 118*, 22-30.

Hibbard, J.H. (2017). Patient activation and the use of information to support informed health decisions. *Patient Education and Counseling, 100*, 5-7.

Lipke B., Gilbert, G., Shimer, H., Consenstein, L., Aris, C., Ponto, L., Lafaver, S., & Kowal C. (2018). Newborn safety bundle to prevent falls and promote safe sleep. *The American Journal of Maternal Child Nursing, 43*(1), 32-37.

Maikranz, V., Siebenhofer, A., Ulrich, L., Mergenthal, K., Schulz-Rothe, S., Kemperdick, B., Rauck, S., Pregartner, G., Berghold, A., Gerlach, F., & Petersen, J.J. (2017). Does a complex intervention increase patient knowledge about oral anticoagulation? A cluster-randomised controlled trial. *BMC Family Practice, 18*(1), 15. <https://doi.org/10.1186/s12875-017-0588-2>

Matti, A., Keane, M., McCarl, H., Klaer, P., & Chen, C. (2010). Patients' knowledge and perception on optic neuritis management before and after an information session. *BMC Ophthalmology, 10*(7). <https://doi.org/10.1186/1471-2415-10-7>

- Naik A., Teal C., Rodriguez E., & Haidet, P. (2011), Knowing the ABCs: A comparative effectiveness study of two methods of diabetes education. *Patient Education and Counseling*, 85(3), 383-389.
- Noeres, D., Von Garmissen, A., Neises, M., & Geyer, S. (2011). Differences in illness-related knowledge of breast cancer patients according to their involvement in self-help groups. *Journal of Psychosomatic Obstetrics and Gynecology*, 32(3), 147-153.
- O'Brien, F., McKee, G., Mooney, M., O'Donnell, S., & Moser, D. (2014). Improving knowledge, attitudes and beliefs about acute coronary syndrome through an individualized educational intervention: A randomized controlled trial. *Patient Education & Counseling*, 96(2), 179-187.
- Odegard, P., Carpinito, G., & Christensen, D. (2013). Medication adherence program: Adherence challenges and interventions in type 2 diabetes. *Journal of the American Pharmacists Association*, 53(3), 267-272.
- Rosdahl, J.A., Swamy, L., Stinnett, S., & Muir, K.W. (2014). Patient education preferences in ophthalmic care. *Patient Preference and Adherence*, 8, 565-574.
- Schafer, J.J., Naples, J.G., Pizzi, L.T., & DeSimone Jr., J.A. (2015). The effects of a pharmacist-delivered patient education programme on retention in human immunodeficiency virus care: A pilot study. *Journal of Pharmaceutical Health Services Research*, 6(2), 83-89.
- Schottenfeld, L., Petersen, D., Peikes, D., Ricciardi, R., Burak, H., McNellis, R., Genevro, J. (March 2016). Creating Patient-Centered Team-Based Primary Care. AHRQ Pub. No. 16-0002-EF. Rockville, MD: Agency for Healthcare Research and Quality.
- Svarstad, B., Kotchen, J., Shireman, T., Brown, R., Crawford, S., Mount, J., Palmer P., Vivian, E., & Wilson, D. (2013). Improving refill adherence and hypertension control in black patients: Wisconsin TEAM trial. *Journal of the American Pharmacists Association*, 53(5), 520-529.
- Tang, T.S., Funnell, M.M., Brown, M., & Kurlander, J. (2010). Self-management support in "real-world" settings: An empowerment-based intervention. *Patient Education and Counseling*, 79, 178-184.
- 2017 National standards for diabetes self-management education and support. (October 2017). *Diabetes Care*, 40, 1409-1419
- Wilson, L. (2016). The effectiveness of the nurse discharge educator on postpartum women's perception of readiness for discharge. [Doctoral dissertation, The University of North Carolina at Charlotte].

List 23

- Adams, R.J. (2010). Improving health outcomes with better patient understanding and education. *Risk Management and Healthcare Policy*, 3, 61-72.
- Al-Sutari, M., & Ahmad, M. (2017). Effect of educational program on self-care behaviors and health outcome among patients with heart failure: An experimental study. *International Journal of Evidence-Based Healthcare*, 15(4), 178-185.

- Cange, A., Bickmore, T., Harris, K., Neylon, D., Kvedar, J., Brown, J., & Watson, A. (2008). Improving adherence to an exercise program: A personalized virtual coach. *Telemedicine and e-Health*, 14(Suppl1), 39.
- Charlson, M., Wells, M., Peterson, J., Boutin-Foster, C., Ogedegbe, G., Mancuso, C., Hollenberg, J., Allegrante, J., Jobe, J., & Isen, A., (2014). Mediators and moderators of behavior change in patients with chronic cardiopulmonary disease: The impact of positive affect and self-affirmation. *Translational Behavioral Medicine*, 4(1), 7-17.
- Dickson, V.V. & Riegel, B. (2009). Are we teaching what patients need to know? Building skills in heart failure self-care. *Heart & Lung*, 38(3), 253-261.
- Dontje, K., Kelly-Blake, K., Olomu, A., Rothert, M., Dwamena, F., Henry, R., Rovner, D., & Holmes-Rovner, M. (2013). Nurse-led group visits support shared decision-making in stable coronary artery disease. *Journal of Cardiovascular Nursing*, 28(3), 269-276.
- Engers, A., Jellema, P., Wensing, M., van der Windt, D., Grol, R., & van Tulder, M.W. (2008). Individual patient education for low back pain. *Cochrane Database of Systematic Reviews* 2008. 1(CD004057), 1-52. <https://doi.org/10.1002/14651858.CD004057.pub3>
- Gassaway, J., Anziano, P., Young, T., & Peterson, B. (2016). Peer-supported patient education approaches improve outcomes; interrupted time series design. *Journal of Spinal Cord Medicine*, 39(5), 544-582.
- Khazaeipour, Z. (2016). Effective teaching strategies for patient education in individuals with spinal cord injury in Iran. *Archives of Neuroscience*, 3(1). <https://doi:10.5812/archneurosci.28211>
- Lipke, B., Gilbert, G., Shimer, H., Consenstein, L., Aris, C., Ponto, L., Lafaver, S., & Kowal, C. (2018). Newborn safety bundle to prevent falls and promote safe sleep. *The American Journal of Maternal Child Nursing*, 43(1), 32-37.
- Low, J.K., Williams, A., Manias, E., & Crawford, K. (2015). Interventions to improve medication adherence in adult kidney transplant recipients: A systematic review. *Nephrology Dialysis Transplantation*, 30(5), 752-761. <https://doi.org/10.1093/ndt/gfu204>
- Malcolm, G. Re-engineered discharge cuts readmissions. (2012). *Hospital Case Management*, 20(5), 70-75. <https://advance-lexis-com.proxy.lib.ohio-state.edu/api/document?collection=news&id=urn:contentItem:55DV-XTW1-JBDY-02BG-00000-00&context=1516831>
- Martinez-Rico, S., Lizaur-Utrilla, A., Sebastia-Forcada, E., Vizcaya-Moreno, M.F. & de Juan-Herrero, J. (2018). The impact of a phone assistance nursing program on adherence to home exercises and final outcomes in patients who underwent shoulder instability surgery A randomized controlled study. *Orthopaedic Nursing*, 37(6). 372-378.
- Naik, A., Teal, C., Rodriguez, E., & Haidet, P. (2011). Knowing the ABCs: A comparative effectiveness study of two methods of diabetes education. *Patient Education and Counseling*, 85(3), 383-389.
- Neuenschwander, L., Abbott, A., & Mobley, A.R. (2013). Comparison of a web-based versus in-person nutrition education program for low-income adults. *Journal of the Academy of Nutrition and Dietetics* 113(1), 120-126. <https://doi.org/10.1016/j.jand.2012.07.034>

- Nikolaus, S., Schreiber, S., Siegmund, B., Bokemeyer, B., Bastlein, E., Bachmann, O., Gorlich, D.,...Kruis, W. (2017). Patient education to improve adherence in ulcerative colitis: Influence of demographics and clinical parameters on non-adherence. *Journal of Crohn's and Colitis*, 1052-1062.
- O'Brien, F., McKee, G., Mooney, M., O'Donnell, S., & Moser, D. (2014). Improving knowledge, attitudes and beliefs about acute coronary syndrome through an individualized educational intervention: a randomized controlled trial. *Patient Education & Counseling*, 96(2), 179-187.
- Odegard, P., Carpinito, G, & Christensen, D. (2013). Medication adherence program: Adherence challenges and interventions in type 2 diabetes. *Journal of the American Pharmacists Association*, 53(3), 267-272.
- Okeke, C.O., Quigley, H.A., Jampel, H.D., Ying, G.S., Plyler, R.J., Jiang, Y., & Friedman, D.S. (2009). Interventions improve poor adherence with once daily glaucoma medications in electronically monitored patients. *Ophthalmology*, 116(12), 2286-2293. <https://doi.org/10.1016/j.ophtha.2009.05.026>
- Omran, D., Guirguis, L., & Simpson, S. (2012). Systematic review of pharmacist interventions to improve adherence to oral antidiabetic medications in people with type 2 diabetes. *Canadian Journal of Diabetes*, 36, 292-299.
- Paich, K., Dunn, R., Skolarus, T., Montie, J., Hollenbeck, B., Palpattu, G.,...Wittman, D. (2016). Preparing patients and partners for recovery from the side effects of prostate cancer surgery: A group approach. *Urology*, 88, 36-42.
- Savage, K., Arif, S., Smoke, M., & Farrell, T. (2015). Patient education in radiation therapy: To teach or not to teach--that is the question? *Journal of Medical Imaging and Radiation Sciences*, 46(S1), S2-S30.
- Schillinger D., Hammer H., Wang F, Palacios, J., McLean, I., Tang, A., Youmans, S., & Handley, M. (2008). Seeing in 3-D: Examining the reach of diabetes self-management support strategies in a public health care system. *Health Education & Behavior*, 35(5), 664-682.
- Sheikh, H., Brezar, A., Dzwonek, A., Yau, L., & Calder, L. (2018). Patient understanding of discharge instructions in the emergency department: Do different patients need different approaches? *International Journal of Emergency Medicine*, 11(5). <https://doi.org/10.1186/s12245-018-0164-0>
- Srisuk, N., Cameron, J., Ski, C., & Thompson, D. (2017). Randomized controlled trial of family-based education for patients with heart failure and their caregivers. *Journal of Advanced Nursing*, 73(4), 857-870.
- Svarstad, B., Kotchen, J., Shireman, T., Brown, R., Crawford, S., Mount, J., Palmer, P., Vivian E., & Wilson, D. (2013) Improving refill adherence and hypertension control in black patients: Wisconsin TEAM trial. *Journal of the American Pharmacists Association*, 53(5), 520-529.
- Tang, T.S., Funnell, M.M., Brown, M., & Kurlander, J. (2010). Self-management support in "real-world" settings: An empowerment-based intervention. *Patient Education and Counseling*, 79, 178-184.

List 24

- Cange, A., Bickmore, T., Harris, K., Neylon, D., Kvedar, J., Brown, J., & Watson, A. (2008). Improving adherence to an exercise program: A personalized virtual coach. *Telemedicine and e-Health*, 14(Suppl1), 39.

- Dickson, V.V., & Riegel, B. (2009). Are we teaching what patients need to know? Building skills in heart failure self-care. *Heart & Lung, 38*(3), 253-261.
- Hoffman, A., Lowenstein, L., Kamath, G., Housten, A., Leal, V., Linder, S., Jibaja-Weiss, M., Raju, G., & Volk, R. (2017). An entertainment-education colorectal cancer screening decision aid for African American patients: A randomized controlled trial. *Cancer, 123*(8), 1401-1408.
- Lipke, B., Gilbert, G., Shimer, H., Consenstein, L., Aris, C., Ponto, L., Lafaver, S., & Kowal, C. (2018). Newborn safety bundle to prevent falls and promote safe sleep. *The American Journal of Maternal Child Nursing, 43*(1), 32-37.
- Naik, A., Teal, C., Rodriguez, E., & Haidet, P. (2011). Knowing the ABCs: A comparative effectiveness study of two methods of diabetes education. *Patient Education and Counseling, 85*(3), 383-389.
- Paich, K., Dunn, R., Skolarus, T., Montie, J., Hollenbeck, B., Palpattu, G.,...Wittman, D. (2016). Preparing patients and partners for recovery from the side effects of prostate cancer surgery: A group approach. *Urology, 88*, 36-42.
- Rosdahl, J.A., Swamy, L., Stinnett, S., & Muir, K.W. (2014). Patient education preferences in ophthalmic care. *Patient Preference and Adherence, 8*, 565-574.
- Sander, I.M., Liepert, T.T., Doney, E.L., Leevy, W.M., & Liepert, D.R. (2017). Patient education for endoscopic sinus surgery: Preliminary experiences using 3-D printed clinical imaging data. *Journal of Functional Biomaterials, 8*(13). <https://doi:3390/jfb8020013>
- Savage, K., Arif, S., Smoke, M., & Farrell, T. (2015). Patient education in radiation therapy: To teach or not to teach--that is the question? *Journal of Medical Imaging and Radiation Sciences, 46*(S1), S2-S30.
- Schooley, B., San Nicolas-Rocca, T., & Burkhard, R. (2015). Patient-provider communications in outpatient clinic settings: A clinic-based evaluation of mobile device and multimedia mediated communications for patient education. *JMIR mHealth uHealth, 3*(1), e2. <http://doi:10.2196/mhealth.3732T23>
- Schenker, Y., Fernandez, A., Sudore, R., & Schillinger, D. (2011). Interventions to improve patient comprehension in informed consent for medical and surgical procedures: A systematic review. *Medical Decision Making: An International Journal of the Society for Medical Decision Making, 31*(1), 151-173. <https://doi.org/https://dx.doi.org/10.1177/0272989X10364247>
- Sorrell, J.T., McNeil, D.W., Gochenour, L.L., & Jackson, C.R. (2009) Evidence based patient education: Knowledge transfer to endodontic patients. *Journal of Dental Education, 73*(11), 1293-305.
- Svarstad, B., Kotchen, J., Shireman, T., Brown, R., Crawford, S., Mount, J., Palmer, P., Vivian, E., & Wilson, D. (2013) Improving refill adherence and hypertension control in black patients: Wisconsin TEAM trial. *Journal of the American Pharmacists Association, 53*(5), 520-529.
- Tait, A.R., Voepel-Lewis, T., Chetcuti, S.J., Brennan-Martinez, C., & Levine, R. (2014). Enhancing patient understanding of medical procedures: evaluation of an interactive multimedia program with in-line exercises. *International Journal Medical Informatics. 83*(5), 376-384. <https://doi.org/10.1016/j.ijmedinf.2014.01.011>

Tuong, W., Wang, A. & Armstrong, A. (2015). Comparing the effectiveness of automated online counseling to standard web-based education on improving acne knowledge: A randomized controlled trial. *American Journal of Clinical Dermatology*, 16(1), 55-60.

Wolf, M., Davis, T., Bass, P., Curtis, L., Lindquist, L., Webb, J., Bocchini, M., Bailey, S., & Parker, R. (2010). Improving prescription drug warnings to promote patient comprehension. *Archives of Internal Medicine*, 170(1), 50-56.

List 25

Barnason, S., White-Williams, C., Rossi, L., Centeno, M., Crabbe, D., Lee, K., McCabe, N., Nauser, J., Schulz, P., Stamp, K. & Wood, K. (2017). Evidence for therapeutic patient education interventions to promote cardiovascular patient self-management: A scientific statement for healthcare professionals from the American Heart Association. *Circulation, Cardiovascular Quality and Outcomes*, 10(6).

Chen, S., Chen, C., & Lin, P. (2014). The effect of educational intervention on the pain and rehabilitation performance of patients who undergo a total knee replacement. *Journal of Clinical Nursing*, 23(1-2), 279-287.

Dickson, V., Chyun, D., Caridi, C., Gregory, J.K., & Katz, S. (2016). Low literacy self-care management patient education for a multi-lingual heart failure population: Results of a pilot study. *Applied Nursing Research*, 29, 122-124.

Francis, N.A., Phillips, R., Wood, F., Hood, K., Simpson, S. & Butler, C.C. (2013). Parents' and clinicians' views of an interactive booklet about respiratory tract infections in children: A qualitative process evaluation of the EQUIP randomized controlled trial. *BMC Family Practice*, 14, 1-10.

Freed, E., Long, D., Rodriguez, T., Franks, P., Kravitz, R.L., & Jerant, A. (2013). The effects of two health information texts on patient recognition memory: A randomized controlled trial. *Patient Education and Counseling*, 92(2), 260-265.

Gadler, T., Crist, C., Brandstein, K., & Schneider, S.M. (2016). The effects of a take-home educational video on patient knowledge retention, anxiety, satisfaction, and provider time. *Urologic Nursing*, 36(6), 297-302.

Gakumo, C., Enah, C., Vance, D., Sahinoglu, E., Raper, J. (2015). "Keep it simple": older African Americans' preferences for a health literacy intervention in HIV. *Patient Preference and Adherence*, 9, 217-223.

Gronning, K., Skomsvoll, J.F., Rannestad, T., & Steinsbekk, A. (2012). The Effect of an educational programme consisting of group and individual education for patients with polyarthritis: A randomized controlled trial. *Patient Education and Counseling*, 88, 113-120.

Kheirn, N., Awaisu, A., Radoui, A., El Badawi, A., Jean, L., & Dowse, R. (2014). Development and evaluation of pictograms on medication labels for patients with limited literacy skills in a culturally diverse multiethnic population. *Research in Social and Administrative Pharmacy*, 10(5), 720-730.

Kuntz, J.L., Safford, M.M., Singh, J.A., Phansalkar, S., Slight, S.P., & Her, Q.L. (2014). Patient-centered interventions to improve medication management and adherence: A qualitative review of the research findings. *Patient Education and Counseling*, 97, 310-326.

Lo, S., Hayter, M., Hsu, M., Lin, S., & Lin, S. (2010). The effectiveness of multimedia learning education programs on knowledge, anxiety and pressure garment compliance in patients undergoing burns rehabilitation in Taiwan: An experimental study. *Journal of Clinical Nursing, 19*(1), 129-137.

Lorig, K., Ritter, P.L., Moreland, C., & Laurent, D.D. (2015). Can a box of mailed materials achieve the triple aims of health care? The mailed chronic disease self-management tool kit study. *Health Promot Pract, 16*(5), 765-774. <http://doi.org/10.1177/1524839915571633>

Marini, B.L., Funk, K., Kraft, M.D., Fong, J.M., Naanos, R., & Stout, S.M. (2014). The effects of an informational video on patient knowledge, satisfaction and compliance with venous thromboembolism prophylaxis: A pilot study. *Patient Education and Counseling, 96*, 264-267.

Mersal, F., Mahday, N., & Mersal, N. (2012). Efficiency of web-based education versus counseling on diabetic patients' outcomes. *Life Science Journal-Acta Zhengzhou University Overseas Edition, 9*(3), 912-926.

Neuenschwander, L., Abbott, A., & Mobley, A.R. (2013). Comparison of a web-based versus in-person nutrition education program for low-income adults. *A Journal of the Academy of Nutrition & Dietetics, 113*(1), 120-126.

Salzwedel, C., Petersen, C., Blanc, I., Koch, U., Goetz, A.E., & Schuster, M. (2008). The effect of detailed, video-assisted anesthesia risk education on patient anxiety and the duration of the pre-anesthetic interview: A randomized controlled trial. *Anesthesia & Analgesia, 106*(1), 202-209. <http://doi.org/10.1213/01.ane.0000287665.96156.72>

Savage, K., Arif, S., Smoke, M., & Farrell, T. (2015). Patient education in radiation therapy: To teach or not to teach--that is the question? *Journal of Medical Imaging and Radiation Sciences, 46*(S1), S2-S30.

Wolever, R.Q., Dreusicke, M., Fikkan, J., Hawkins, T.V., Yeung, S., Wakefield, J., Skinner, E. (2010). Integrative health coaching for patients with type 2 diabetes: A randomized clinical trial. *Diabetes Educator, 36*(4), 629-639. <https://doi.org/10.1177/0145721710371523>

List 26

Al-Sutari, M., & Ahmad, M. (2017). Effect of educational program on self-care behaviors and health outcome among patients with heart failure: an experimental study. *International Journal of Evidence-Based Healthcare, 15*(4), 178-185.

Barnason, S., White-Williams, C., Rossi, L., Centeno, M., Crabbe, D., Lee, K., McCabe, N., Nausner, J., Schulz, P., Stamp, K. & Wood, K. (2017). Evidence for therapeutic patient education interventions to promote cardiovascular patient self-management: A scientific statement for healthcare professionals from the American Heart Association. *Circulation, Cardiovascular Quality and Outcomes, 10*(6).

Cange, A., Bickmore, T., Harris, K., Neylon, D., Kvedar, J., Brown, J., & Watson, A. (2008). Improving adherence to an exercise program: A personalized virtual coach. *Telemedicine and e-Health, 14*(Suppl1), 39.

Carpenter, D., Blalock, S., Sayner, R., Muir, K., Robin, A., Hartnett, M., Giangiacomo, A., Tudor, G., & Sleath, B. (2016). Communication predicts medication self-efficacy in glaucoma patients. *Optometry and Vision Science: Official Publication of the American Academy of Optometry, 93*(7), 731-737.

- Charlson, M., Wells, M., Peterson, J., Boutin-Foster, C., Ogedegbe, G., Mancuso, C., Hollenberg, J., Allegrante, J., Jobe, J., & Isen, A. (2014). Mediators and moderators of behavior change in patients with chronic cardiopulmonary disease: The impact of positive affect and self-affirmation. *Translational Behavioral Medicine*, 4(1), 7-17.
- Dontje, K., Kelly-Blake, K., Olomu, A., Rothert, M., Dwamena, F., Henry, R., Rovner, D., & Holmes-Rovner, M. (2013). Nurse-led group visits support shared decision-making in stable coronary artery disease. *Journal of Cardiovascular Nursing*, 28(3), 269-276.
- Halterman, J., Riekert, K., Bayer, A., Fagnano, M., Tremblay, P., Blaakman, S., & Borrelli, B. (2011). A pilot study to enhance preventive asthma care among urban adolescents with asthma. *Journal of Asthma*, 48(5), 523-530.
- Harris, D., Nielsen, D., Densley, A., Caldwell, M., Muhlestein, J. & Bradshaw, D. (2014). Sleep CPAP compliance \geq 4 hours per night in the CPAP utilization development from directed learning, education and supervision (CUDDLES) study. *SLEEP* 37, A119-A120.
- Kambhampati, S., Ashvetiya, T., Stone, N., Blumenthal, R., & Martin, S. (2016). Shared decision-making and patient empowerment in preventive cardiology. *Current Cardiology Reports*, 18(49), 1-7.
- Laslett, L., Lynch, J., Sullivan, T., & McNeil, J. (2011). Osteoporosis education improves osteoporosis knowledge and dietary calcium: Comparison of a 4-week and a one-session education course. *International Journal of Rheumatic Diseases*, 14(3), 239-247.
- Lopez, L.M., Hiller, J.E., & Grimes, D.A. (2010). Postpartum education for contraception: A systematic review. *Obstetrical and Gynecological Survey*, 65(5), 325-331.
- Martinez-Rico, S., Lizaur-Utrilla, A., Sebastia-Forcada, E., Vizcaya-Moreno, M.F., & de Juan-Herrero, J. (2018). The impact of a phone assistance nursing program on adherence to home exercises and final outcomes in patients who underwent shoulder instability surgery: A randomized controlled study. *Orthopaedic Nursing*, 37(6), 372-378.
- Naik, A., Teal, C., Rodriguez, E., & Haidet, P. (2011). Knowing the ABCs: A comparative effectiveness study of two methods of diabetes education. *Patient Education and Counseling*, 85(3), 383-385.
- Neto, B., Jennings, F., Ohashi, C., Silva, P., & Natour, J. (2009). Evaluation of the efficacy of an educational program for rheumatoid arthritis patients. *Clinical and Experimental Rheumatology*, 27(1), 28-34.
- O'Brien, F., McKee, G., Mooney, M., O'Donnell, S., & Moser, D. (2014). Improving knowledge, attitudes and beliefs about acute coronary syndrome through an individualized educational intervention: a randomized controlled trial. *Patient Education & Counseling*, 96(2), 179-187.
- Odegard, P., Carpinito, G., & Christensen, D. (2013). Medication adherence program: Adherence challenges and interventions in type 2 diabetes. *Journal of the American Pharmacists Association*, 53(3), 267-272.
- Press, V., Arora, V., Shah, L., Lewis, S., Charbeneau, J., Naureckas, E. & Krishnan, J. (2012). Comparative effectiveness of hospital-based educational interventions for patients with COPD or asthma. *Journal of General Internal Medicine*, 27, S144-S145.

Saint, S., Harrod, M., Fowler, K., & Houchens, N. (2017). How exemplary teaching physicians interact with hospitalized patients. *Journal of Hospital Medicine*, 12(12), 974-978.

Schillinger, D., Hammer, H., Wang, F., Palacios, J., McLean, I., Tang, A., Youmans, S., & Handley, M. (2008). Seeing in 3-D: Examining the reach of diabetes self-management support strategies in a public health care system. *Health Education & Behavior*, 35(5), 664-682.

Shetty, F., & Gupta, R. (2013). Improved MDI inhaler technique observed in adult asthma patients with Web based education. *European Respiratory Journal*, 42.

Svarstad, B., Kotchen, J., Shireman, T., Brown, R., Crawford, S., Mount, J., Palmer, P., Vivian, E., & Wilson, D. (2013). Improving refill adherence and hypertension control in black patients: Wisconsin TEAM trial. *Journal of the American Pharmacists Association*, 53(5), 520-529.

Tang, T.S., Funnell, M.M., Brown, M., & Kurlander, J. (2010). Self-management support in “real-world” settings: An empowerment-based intervention. *Patient Education and Counseling*, 79, 178-184.

List 27

Conn, V., Ruppert, T., Maithe, Enriquez, R., Cooper, P., & Enriquez, M. (2016). Patient-Centered Outcomes of Medication Adherence Interventions: Systematic Review and Meta-Analysis. *Value in Health*, 19(2), 277-285.

Hill, M., Miller, N., Degeest, S., Group, A., Materson, B., Black, H., Izzo, J., Oparil, S., & Weber, M. (2011). Adherence and persistence with taking medication to control high blood pressure. *Journal of the American Society of Hypertension*, 5(1), 56-63.

Rikard, R., Thompson, M.S., Head, R., McNeil, & White, C. (2012). Problem posing and cultural tailoring: developing an HIV/AIDS health literacy toolkit with the African American community. *Health Promotion Practice*, 13(5), 626-636.

Slyer, J.T., & Ferrara, L.R. (2013). The effectiveness of group visits for patients with heart failure on knowledge, quality of life, self-care, and readmissions: A systematic review protocol. *JBI Libr Syst Rev*, 11(7), 58-81.

List 28

Barnason, S., White-Williams, C., Rossi, L., Centeno, M., Crabbe, D., Lee, K., McCabe, N., Nauser, J., Schulz, P., Stamp, K., & Wood, K. (2017). Evidence for therapeutic patient education interventions to promote cardiovascular patient self-management: A scientific statement for healthcare professionals from the American Heart Association. *Circulation, Cardiovascular Quality and Outcomes*, 10(6).

Dickson, V.V., & Riegel, B. (2009). Are we teaching what patients need to know? Building skills in heart failure self-care. *Heart & Lung*, 38(3), 253-261.

Dunn, P. (2017). Enhancing informal patient education in nursing practice: A review of the literature. *Journal of Nursing Education and Practice*, 7(2). 18-24.

Hesso, I., Gebara, S., & Kayyali, R. (2016). Impact of community pharmacists in COPD management: Inhalation technique and medication adherence. *Respiratory Medicine*, 118, 22-30.

Lundahl B., Moleni, T., Burke, B.L., Butters, R., Tollefson, D., Butler, C., & Rollnick, S. (2013). Motivational interviewing in medical care settings: A systematic review and meta-analysis of randomized controlled trials. *Patient Education and Counseling*, 93(2), 157-168.

Naik, A., Teal, C., Rodriguez, E., & Haidet, P. (2011). Knowing the ABCs: A comparative effectiveness study of two methods of diabetes education. *Patient Education and Counseling*, 85(3), 383-38

Martinez-Rico, S., Lizaur-Utrilla, A., Sebastia-Forcada, E., Vizcaya-Moreno, M.F. & Juan-Herrero. (2018). The impact of a phone assistance nursing program on adherence to home exercises and final outcomes in patients who underwent shoulder instability surgery A randomized controlled study. *Orthopaedic Nursing*, 37(6), 372-378.

Shetty, F., & Gupta, R. (2013). Improved MDI inhaler technique observed in adult asthma patients with Web based education. *European Respiratory Journal*, 42.

Sunaert, P., Vandekerckhove, M., Bastiaens, H., Feyen, L., Vanden Bussche, P., De Maeseneer, J., De Sutter, A., & Willems, S. (2011). Why do GPs hesitate to refer diabetes patients to a self-management education program: A qualitative study. *BMC Family Practice*, 12(1), 94-104. <http://www.biomedcentral.com/1471-2296/12/94>

List 29

Bastiaens, H., Sunaert, P., Wens, J., Sabbe, B., Jenkins, L., Nobels, F., Snauwaert, B., & Van Rouen, P. (2009). Supporting diabetes self-management in primary care: Pilot study of a group-based programme focusing on diet and exercise. *Primary Care Diabetes*, 3, 103-109.

Cameron, J., Worrall-Carter, L., Page, K., & Stewart, S. (2010). Self-care behaviours and heart failure: Does experience with symptoms really make a difference? *European Journal of Cardiovascular Nursing*, 9, 92-100.

Cutilli, C.C., & Schaefer, C.T. (2011). Case studies in geriatric health literacy. *Orthopedic Nursing*, 30(4). <http://doi.org/10.1097/NOR.0b013e3182247>

Dickson, V.V., & Riegel, B. (2009). Are we teaching what patients need to know? Building skills in heart failure self-care. *Heart & Lung*, 38(3), 253-261.

Gibson, P.G., Powell, H., Wilson, A., Abramson, M.J., Haywood, P., Bauman, A., Hensley, M.J., Walters, E.H., & Roberts, J.J.L. (2002). Self-management education and regular practitioner review for adults with asthma. *Cochrane Database of Systematic Reviews*, Issue 3.

Hibbard, J.H. (2017). Patient activation and the use of information to support informed health decisions. *Patient Education and Counseling*, 100, 5-7.

Lundahl, B., Moleni, T., Burke, B.L., Butters, R., Tollefson, D., Butler, C., & Rollnick, S. (2013). Motivational interviewing in medical care settings: A systematic review and meta-analysis of randomized controlled trials. *Patient Education and Counseling*, 93(2), 157-168.

Naik, A., Teal, C., Rodriguez, E., & Haidet, P. (2011). Knowing the ABCs: A comparative effectiveness study of two methods of diabetes education. *Patient Education and Counseling*, 85(3), 383-385.

Pinnock H. (2015) Supported self-management for asthma. *Breathe*, 11(2), 99-110.

Ring, N., Jepson, R., Pinnock, H., Wilson, C., Hoskins, G., Wyke, S., & Sheikh, A. (2012). Developing novel evidence-based interventions to promote asthma action plan use: A cross-study synthesis of evidence from randomised controlled trials and qualitative studies. *Trials*, 13.

Schillinger, D., Hammer, H., Wang, F., Palacios, J., McLean, I., Tang, A., Youmans, S., & Handley, M. (2008). Seeing in 3-D: Examining the reach of diabetes self-management support strategies in a public health care system. *Health Education & Behavior*, 35(5), 664-682.

Wolever, R., Dreusicke, M., Fikkan, J., Hawkins, T.V., Yeung, S., Wakefield, J., Duda, L., Flowers, P., Cook, C., & Skinner, E. (2010). Integrative health coaching for patients with type 2 diabetes: A randomized clinical trial. *Diabetes Educator*, 36(4), 629-639. <https://doi.org/10.1177/0145721710371523>

List 30

Adams, R.J. (2010). Improving health outcomes with better patient understanding and education. *Risk Management and Healthcare Policy*, 3, 61-72.

Allen, J.D., Othus, M.K.D., Hart, A., Tom, L., Li, Y., Berry, D., & Bowen, D. (2010). A randomized trial of a computer-tailored decision aid to improve prostate cancer screening decisions: Results from the Take the Wheel trial. *Cancer, Epidemiology, Biomarkers & Prevention*, 19(9), 2172-2186. [doi:10.1158/1055-9965.EPI-09-0410](https://doi.org/10.1158/1055-9965.EPI-09-0410)

Al-Sutari, M., & Ahmad, M. (2017). Effect of educational program on self-care behaviors and health outcome among patients with heart failure: An experimental study. *International Journal of Evidence-Based Healthcare*, 15(4), 178-185.

Arbaje, A.I., Kansagara, D.L., Salanitro, A.H., Englander, H.L., Kripalani, S., Jencks, S.F., & Lindquist, L.A. (2014). Regardless of age: Incorporating principles from geriatric medicine to improve care transitions for patients with complex needs. *Journal of General Internal Medicine*, 29(6), 932-939. <https://doi.org/10.1007/s11606-013-2729-1>

Armstrong, A., Kim, R., Idriss, N., Larsen, L., & Lio, P. (2011). Online video improves clinical outcomes in adults with atopic dermatitis: A randomized controlled trial. *Journal of the American Academy of Dermatology*, 64(3), 502-507.

Athilinga, P., Osorio, R.E., Kaplan, H., Oliver, D., O'neachtain, T., & Rogal, P. (2016). Embedding patient education in mobile platform for patients with heart failure (theory based development & beta testing). *CIN-Computers Informatics Nursing*, 34(2), 92-98.

Barros, I., Alcântara, T., Mesquita, A.R., Santos, A.C., Paixão, F.P. & Lyra, D.P. (2014). The use of pictograms in the health care: A literature review. *Research in Social and Administrative Pharmacy*, 10, 704-719.

- Boyde, M., Peters, R., New, N., Hawang, R., Ha, T., & Korczyk, D. (2018). Self-care educational intervention to reduce hospitalisations in heart failure: A randomised controlled trial. *European Journal of Cardiovascular Nursing*, 17(2), 178-185.
- Calle-Bustos, A.M., Juan, M.C., GarcõÂa- GarcõÂa, I., & Abad, F. (2017). An augmented reality game to support therapeutic education for children with diabetes. *PLoS ONE*, 12(9), e0184645. <https://doi.org/10.1371/journal.pone.0184645>
- Cange, A., Bickmore, T., Harris, K., Neylon, D., Kvedar, J., Brown, J., & Watson, A. (2008). Improving adherence to an exercise program: A personalized virtual coach. *Telemedicine and e-Health*, 14(Suppl1), 39.
- Cangelosi, P.M., & Sorrell, J.M. (2008). Storytelling as an educational strategy for older adults with chronic illness. *Journal of Psychological Nursing*, 46(7), 19-22.
- Chan, H., Dai, Y., & Hou, I. (2016). Evaluation of a tablet-based instruction of breathing technique in patients with COPD. *International Journal of Medical Informatics*, 94, 263-27.
- Conn, V., Ruppert, T., Maithe, E.R., Cooper, P., & Enriquez, M. (2016). Patient-Centered Outcomes of Medication Adherence Interventions: Systematic Review and Meta-Analysis. *Value in Health*, 19(2), 277-285.
- Dickson, V., Chyun, D., Caridi, C., Gregory, J.K., & Katz, S. (2016). Low literacy self-care management patient education for a multi-lingual heart failure population: Results of a pilot study. *Applied Nursing Research*, 29, 122-124. <https://doi.org/10.1016/j.apnr.2015.06.002>
- Dickson, V.V., & Riegel, B. (2009). Are we teaching what patients need to know? Building skills in heart failure self-care. *Heart & Lung*, 38(3), 253-261.
- Dontje, K., Kelly-Blake K., Olomu A., Rothert M., Dwamena F., Henry R., Rovner D., & Holmes-Rovner M. (2013). Nurse-led group visits support shared decision-making in stable coronary artery disease. *Journal of Cardiovascular Nursing*, 28(3), 269-276.
- Dowse, R., Ramela, T., & Browne, S.H. (2011). Medication information an illustrated leaflet containing antiretroviral information targeted for low-literate readers: Development and evaluation. *Patient Education and Counseling*, 85, 508–515.
- Eddaiki, A. (2015). From compliance to concordance in orthodontic treatment- development of a patient decision aid for children considering fixed orthodontic appliance treatment. [Doctoral dissertation, The University of Sheffield].
- Engers, A.J., Jellema, P., Wensing, M., van der Windt, D.A., Grol, R., van Tulder, M.W. (2008). Individual patient education for low back pain. *Cochrane Database of Systematic Reviews*. <https://doi.org/10.1002/14651858.CD004057.pub3>
- Friedman, A., Cosby, R., Boyko, S., Hatton-Bauer, J., & Turnbull, G. (2011). Effective teaching strategies and methods of delivery for patient education: A systematic review and practice guideline recommendations. *Journal of Cancer Education*, 26 (1), 12-21.
- Gadler, T., Crist, C., Brandstein, K., & Schneider, S.M. (2016). The effects of a take-home educational video on patient knowledge retention, anxiety, satisfaction, and provider time. *Urologic Nursing*, 36(6), 297-302.

- Gakumo, C., Enah, C., Vance, D., Sahinoglu, E., & Raper, J. (2015). "Keep it simple": Older African Americans' preferences for a health literacy intervention in HIV management. *Patient Preference and Adherence*, 9, 217-223.
- Glick, A.F., Farkas, J.S., Nicholson, J., Dreyer, B., Fears, M., Bandera, C., & Yin, H.S. (2017). Parental management of discharge instructions: A Systematic Review. *Pediatrics*, 140(2), e20164165. <https://doi.org/10.1542/peds.2016-4165>
- Grabeel, K., Russomanno, J., Oelschlegel, S., Tester, E., & Heidel, R. (2018). Computerized versus hand-scored health literacy tools: a comparison of simple measure of gobbledygook (SMOG) and Flesch-Kincaid in printed patient education materials. *Journal of the Medical Library Association*, 106(1), 38-45.
- Halley, M.C., Rendle, K.A.S., Gillespie, K.A., Stanley, K.M., & Frost, D.L. (2015). An exploratory mixed-methods crossover study comparing DVD vs. web-based patient decision support in three conditions: The importance of patient perspectives. *Health Expectations*, 18(6), 2880-2891.
- Harris, M., Smith, B., & Veale, A. (2005). Printed patient education interventions to facilitate shared management of chronic disease: A literature review. *Internal Medicine Journal*, 35, 711-716.
- Heller, L., Parker, P.A., Youssef, A., & Miller, M.J. (2008). Interactive digital education aid in breast reconstruction. *Plastic and Reconstructive Surgery*, 122(3), 717-724. <https://doi.org/https://dx.doi.org/10.1097/PRS.0b013e318180ed06>
- Hill, B., Perri-Moore, S., Kuang, J., Bray, B., Ngo, L., Doig, A., & Zeng-Treitler, Q. (2016). Automated pictographic illustration of discharge instructions with Glyph: Impact on patient recall and satisfaction. *Journal of the American Medical Informatics Association*, 23(6), 1136-1142.
- Hill-Briggs, F., Schumann, K.P., & Dike, O. (2012). Five-step methodology for evaluation and adaptation of print patient health information to meet the <5th grade readability criterion. *Medical Care*, 50(4), 294-301.
- Hoffman, A., Lowenstein, L., Kamath, G., Housten, A., Leal, V., Linder, S., Jibaja-Weiss, M., Raju, G., & Volk, R. (2017). An entertainment-education colorectal cancer screening decision aid for African American patients: A randomized controlled trial. *Cancer*, 123(8), 1401-1408.
- Huda, W., Hudani, Z., Sahr, W., Mercer, K., & Grindrod, K. (2016). A systematic review of interventions to improve medication information for low health literate populations. *Science Direct: Research in Social and Administrative Pharmacy*, 12, 830-864.
- Jafari, J., Moonaghi, H.K., Zary, N., & Masiello, I. (2016). Exploring educational needs and design aspects of internet-enabled patient education for persons with diabetes: A qualitative interview study. *BMJ Open*, 6(e013282), 1-7. <https://doi:10.1136/bmjopen-2016-013282>
- Johnson, A., & Sanford, J. (2005). Written and verbal information versus verbal information only for patients being discharged from acute hospital settings to home: A systematic review. *Health Education Research*, 20(4), 423-429.

Kakinuma, A., Nagatani, H., Otake, H., Mizuno, J., & Nakata, Y. (2011). The effects of short interactive animation video information on pre-anesthetic anxiety, knowledge, and interview time: A randomized controlled trial. *Anesth Analg*, 112(6), 1314-1318.

Knox, C., Hampp, C., Willy, M., Winterstein, A., & Dal Pan, G. (2015). Patient understanding of drug risks: An evaluation of medication guide assessments. *Pharmacoepidemiology and Drug Safety*, 24, 518-525.

Kraschnewski, J.L., Chuang, C.H., Poole, E.S., Peyton, T., Blubaugh, I., Pauli, J., Feher, A., & Madhu, R. (2014). Paging "Dr. Google": Does technology fill the gap created by the prenatal care visit structure? Qualitative focus group study with pregnant women. *Journal of Medical Internet Research*, 16(6), e147. <http://jmir.org/2014/6/e147>

LeBlanc, A., Herrin, J., Williams, M., Inselman, J.W., Branda, M.E., Shah, N.D.,...Montori, V.M. (2015) Shared decision making for antidepressants in primary care: a cluster randomized trial. *JAMA Internal Medicine*, 175(11), 1761-1770.

Lo, S., Hayter, M., Hsu, M., & Lin, S. (2010). The effectiveness of multimedia learning education programs on knowledge, anxiety and pressure garment compliance in patients undergoing burns rehabilitation in Taiwan: An experimental study. *Journal of Clinical Nursing*, 19(1-2), 129-137.

Logsdon, M., Davis, D., Eckert, D., Smith, F., Stikes, R., Rushton, J., Myers, J., Capps J., & Sparks, K. (2015). Feasibility of two educational methods for teaching new mothers: A pilot study. *Interactive Journal of Medical Research*, 4(4), e20.

Malcolm, G. (2012). Re-engineered discharge cuts readmissions. *Hospital Case Management*, 20(5), 70-75. [https://advance-lexis-com.proxy.lib.ohio-state.edu/api/document?collection=news&id=urn:contentItem:55DV-XTW1-JBDY-02BG-00000-00&context=1516831](https://advance.lexis-com.proxy.lib.ohio-state.edu/api/document?collection=news&id=urn:contentItem:55DV-XTW1-JBDY-02BG-00000-00&context=1516831)

Marini, B.L., Funk, K., Kraft, M.D., Fong, J.M., Naanos, R., Stout, S.M., & Wagner, D. (2014). The effects of an informational video on patient knowledge, satisfaction and compliance with venous thromboembolism prophylaxis: a pilot study. *Patient Education and Counseling*, 96(2), 264-267.

Mavri, A., Ostasevski, F.N., Kramaric, A., Kosmelj, K. (2015). New educational approach for patients on warfarin improves knowledge and therapy control. *Wiener Klinische Wochenschrift*, 127(11-12), 472-476.

McCormack, L., Lefebvre, C.R., Bann, C., Taylor, O., & Rausch P. (2016) Consumer understanding, preferences, and responses to different versions of drug safety messages in the United States: A randomized controlled trial. *Drug Safety*, 39(2), 171-184.

Meng, W., Woodrick, N.M., Arora, V.M., Farnan, J.M., & Press, V.G. (2017). Developing a virtual teach-to-goal: Inhaler technique learning module: A mixed methods approach. *Journal of Allergy and Clinical Immunology: In Practice*, 5(6),1728-1736. <https://doi.org/10.1016/j.jaip.2017.04.032>

Miller, D.P., Weaver, K., Case, D., Babcock, D.P., Lawler, D., Denizard-Thompson, N., Pignone, M.P., & Spangler, J.G. (2016) Usability of a novel mhealth ipad application by vulnerable populations. *JMIR Mhealth Uhealth*, 5(4), e43.

Mirk, S., & Wegrzyn, N. (2017). Apps for Health-Related Education in Pharmacy Practice: Needs Assessment Survey Among Patients Within a Large Metropolitan Area. *JMIR Research Protocols*, 6(7), e133.

- Mohamadirizi, S., Fahami, F., & Bahadoran, P. (2014). Iranian comparison of the effect of multimedia and illustrated booklet educational methods on women's knowledge of prenatal care. *Journal of Nursing and Midwifery Research, 19*(2), 127-131.
- Naik, A., Teal, C., Rodriguez, E., & Haidet, P. (2011). Knowing the ABCs: A comparative effectiveness study of two methods of diabetes education. *Patient Education and Counseling, 85*(3), 383-389.
- Neuenschwander, L., Abbott, A., Mobley, A. (2013). Comparison of a web-based vs in-person nutrition education program for low-income adults. *Journal of the Academy of Nutrition & Dietetics, 113*(1), 120-126.
- Pitts, A., Faucher, M.A., & Spencer, R. (2015). Incorporating breastfeeding education into prenatal care. *Breastfeeding Medicine, 10*(2), 118-123. <https://doi.org/10.1089/bfm.2014.0034>
- Ranjita Misra, R., Lambert, L., Vera, D., Mangaraj, A., Khanna, S.R., & Sen, C.K. Assessing adult learning preference for successful wound care in a comprehensive wound center. (April 17-20, 2010). *Annual Meeting of the Wound Healing Society SAWC/WHS Joint Meeting*. Gaylord Palms Hotel and Convention Center, Orlando, FL.
- Rosas, L., Trujillo, C., Camacho, J., Madrigal, D., Bradman, A., & Eskenazi, B. (2014). Acceptability of health information technology aimed at environmental health education in a prenatal clinic. *Patient Education and Counseling, 97*(2), 244-247.
- Rosdahl, J.A., Swamy, L., Stinnett, S., & Muir, K.W. (2014). Patient education preferences in ophthalmic care. *Patient Preference and Adherence, 8*, 565-574.
- Ryan, L., Logsdon, M., McGill, S., Stikes, R., Senior, B., Helinger, B., Small, B., & Davis, D. (2014). Evaluation of printed health education materials for use by low-education families. *Journal of Nursing Scholarship, 46*(4), 218-228.
- Sahyouni, R., Mahmoodi, A., Mahmoodi, A., Huang, M., Tran, D.K., & Chen, J.W. (2017). Interactive eBooks in educating patients and their families about head injury regardless of age. *Clinical Neurology and Neurosurgery, 156*, 41-47. <https://doi.org/10.1016/j.clineuro.2017.03.003>
- Saint, S., Harrod, M., Fowler, K., & Houchens, N. (2017). How exemplary teaching physicians interact with hospitalized patients. *Journal of Hospital Medicine, 12*(12), 974-978.
- Salzwedel, C., Petersen, C., Blanc, I., Koch, U., Goetz, A.E., & Schuster, M. (2008). The effect of detailed, video-assisted anesthesia risk education on patient anxiety and the duration of the pre-anesthetic interview: A randomized controlled trial. *Anesthesia & Analgesia, 106*(1), 202-209. <https://doi.org/10.1213/01.ane.0000287665.96156.72>
- Samuels-Kalow, M.E., Stack, A.M., & Porter, S.C. (2013). Parental language and dosing errors after discharge from the pediatric emergency department. *Pediatric Emergency Care, 29*(9), 1-12.
- Schenker, Y., Fernandez, A., Sudore, R., & Schillinger, D. (2011). Interventions to improve patient comprehension in informed consent for medical and surgical procedures: A systematic review. *Medical Decision Making: An International Journal of the Society for Medical Decision Making, 31*(1), 151-173. <https://doi.org/https://dx.doi.org/10.1177/0272989X10364247>

Schooley, B., San Nicolas-Rocca, T., Burkhard, R. (2015). Patient-provider communications in outpatient clinic settings: A clinic-based evaluation of mobile device and multimedia mediated communications for patient education. *JMIR mHealth uHealth*, 3(1), e2. <http://doi.org/10.2196/mhealth.3732T23>

Sepucha, K., Atlas, S.J., Chang, Y., Dorrwachter, J., Freiberg, A., Mangla, M.,...Cha, T. (2017). Patient decision aids improve decision quality and patient experience and reduce surgical rates in routine orthopaedic care: A prospective cohort. *Journal of Bone & Joint Surgery, American*, 99(15), 1253-1260.

Shetty, F., & Gupta, R. (2013). Improved MDI inhaler technique observed in adult asthma patients with Web based education. *European Respiratory Journal*, 42.

Slyer, J., & Ferrara, L. (2013). The effectiveness of group visits for patients with heart failure on knowledge, quality of life, self-care, and readmissions: a systematic review. *JBI Database of Systematic Reviews & Implementation Reports*, 11(7), 58-81.

Smith, M., & Wallace, L. (2013). Reducing drug self-injection errors: A randomized trial comparing a "standard" versus "plain language" version of patient instructions for use. *Research in Social and Administrative Pharmacy*, 9(5), 621-625.

Sookhoo, D., Pellowe, C., & Derham, C. (2013). The experiences of heart failure patients following their participation in self-management patient education programmes: A systematic review. *JBI Database of Systematic Reviews & Implementation Reports*, 11(2), 236-280.

Sorrell, J.T., McNeil, D.W., Gochenour, L.L., & Jackson, C.R. (2009) Evidence based patient education: Knowledge transfer to endodontic patients. *Journal of Dental Education*, 73(11), 1293-1305.

Srisuk, N., Cameron, J., Ski, C., & Thompson, D. (2017). Randomized controlled trial of family-based education for patients with heart failure and their caregivers. *Journal of Advanced Nursing*, 73(4), 857-870.

Stewart-Lord, A., Brown, M., Noor, S., Cook, J., & Jallow, O. (2016). The utilisation of virtual images in patient information giving sessions for prostate cancer patients prior to radiotherapy. *Radiography*, 22(4), 269-273.

Suhling, H., Rademacher, J., Zinowsky, I., Fuge, J., Greer, M., Warnecke, G., Smits, J., Bertram, A., Haverich, A., Welte, T., & Gottlieb, J. (2014). Conventional vs. tablet computer-based patient education following lung transplantation: A randomized controlled trial. *PLoS ONE*, 9(6), e90828.

Tuong, W., Wang, A., & Armstrong, A. (2015). Comparing the effectiveness of automated online counseling to standard web-based education on improving acne knowledge: A randomized controlled trial. *American Journal of Clinical Dermatology*, 16(1), 55-60.

Wallace, A.S., Seligman, H.K., Davis, T.C., Schillinger, D., Arnold, C.L., Bryant-Shilliday, B., Freburger, J.K., & DeWalt, D.A. (2009). Literacy-appropriate educational materials and brief counseling improve diabetes self-management. *Patient Education and Counseling*, 75, 328-333.

Wilson, E., Park, D., Curtis, L., Cameron, K., Clayman, M., Makoul, G., vom Eigen, K., & Wolf, M. (2010). Media and memory: The efficacy of video and print materials for promoting patient education about asthma. *Patient Education and Counseling*, 80, 393-398.

Wolever, R.Q., Dreusicke, M., Fikkan, J., Hawkins, T.V., Yeung, S., Wakefield, J., Skinner, E. (2010). Integrative health coaching for patients with type 2 diabetes: A randomized clinical trial. *Diabetes Educator*, 36(4), 629-639. <https://doi.org/10.1177/0145721710371523>

Wolf, M., Davis, T., Bass, P., Curtis, L., Lindquist, L., Webb, J., Bocchini, M., Bailey, S., & Parker, R. (2010). Improving prescription drug warnings to promote patient comprehension. *Archives of Internal Medicine*, 170(1), 50-56.

List 31

Marcus, C. (2014). Strategies for improving the quality of verbal patient and family education: A review of the literature and creation of the EDUCATE model. *Health Psychology & Behavioural Medicine*, 2(1), 482-495.

List 32

Akritidou, S., Husted, G., Kazakos, K., & Olesen, K. (2017). The effect of using interactive communication tools in adults with type-2 diabetes. *Nursing Reports*, 7 (1), 6155.

Varming, A.R., Kasper, O., & Willaing, I. (2018) Empowerment, motivation, and medical adherence (EMMA)– results of an RCT in patients with poorly regulated type 2 diabetes. *Diabetes*, 67(1), 875-P.

List 33

Pals-Regitze, A.S., Olesen, K., & Willaing, I. (2016). What does theory-driven evaluation add to the analysis of self-reported outcomes of diabetes education? A comparative realist evaluation of a participatory patient education approach. *Patient Education and Counseling*, 99(6), 995-1001. <https://doi.org/10.1016/j.pec.2016.01.006>

List 34

Gassaway, J., Anziano, P., Young, T., & Peterson, B. (2016). Peer-supported patient education approaches improve outcomes: Interrupted time series design. *Journal of Spinal Cord Medicine*, 39(5), 544-582.

Lorig, K., Ritter, P.L., Moreland, C., & Laurent, D.D. (2015). Can a box of mailed materials achieve the triple aims of health care? The mailed chronic disease self-management tool kit study. *Health Promot Pract*, 16(5), 765-774. <https://doi.org/10.1177/1524839915571633>

Risendal, B., Dwyer, A., Seidel, R., Lorig, K., Katzenmeyer, C., Coombs, L., Kellar-Guenther, W.L., Franco, A., & Ory, M. (2014). Adaptation of the chronic disease self-management program for cancer survivors: Feasibility, acceptability, and lessons for implementation. *Journal Cancer of Education*, 29, 762-771.

Slyer, J.T., & Ferrara, L.R. (2013). The effectiveness of group visits for patients with heart failure on knowledge, quality of life, self-care, and readmissions: A systematic review protocol. *JBI Libr Syst Rev*, 11(7), 58-81.

Sookhoo, D., Pellowe, C., & Derham, C. (2013). The experiences of heart failure patients following their participation in self-management patient education programmes: A systematic review. *JBI Libr Syst Rev*, 11(2), 236-280.

List 35

Cange, A., Bickmore, T., Harris, K., Neylon, D., Kvedar, J., Brown, J., & Watson, A. (2008). Improving adherence to an exercise program: A personalized virtual coach. *Telemedicine and e-Health*, 14(Suppl1), 39.

List 36

Cange, A., Bickmore, T., Harris, K., Neylon, D., Kvedar, J., Brown, J., & Watson, A. (2008). Improving adherence to an exercise program: A personalized virtual coach. *Telemedicine and e-Health*, 14(Suppl1), 39.

Kivela, K., Elo, S., Kyngas, H., & Kaariainen, M. (2014). The effects of health coaching on adult patients with chronic disease: A systematic review. *Patient Education and Counseling*, 97, 147-157.

Plain Language Action and Information Network (PLAIN). United States of America Government. <https://www.plainlanguage.gov/>

Smith, M., & Wallace, L. (2013). Reducing drug self-injection errors: A randomized trial comparing a "standard" versus "plain language" version of patient instructions for use. *Research in Social and Administrative Pharmacy*, 9(5), 621-625.

Implementation References

List 37

Barnason, S., White-Williams, C., Rossi, L., Centeno, M., Crabbe, D., Lee, K., McCabe, N., Nauser, J., Schulz, P., Stamp, K., & Wood, K. (2017). Evidence for therapeutic patient education interventions to promote cardiovascular patient self-management: A scientific statement for healthcare professionals from the American Heart Association. *Circulation, Cardiovascular Quality and Outcomes*, 10(6).

Brunk, D., Taylor, A., Williams, I., Cox, D., & Clark, M. (2017). A culturally appropriate self-management program for Hispanic adults with type 2 diabetes and low health literacy skills. *Journal of Transcultural Nursing*, 28(2), 187-194.

Coffman, M.J., Ferguson, B.L., Steinman, L., Talbot, L.A., & Dunbar-Jacob, J. (2012). A health education pilot for Latina women with diabetes. *Clinical Nursing Research*, 22(1), 70-81.

- Dickson, V., Chyun, D., Caridi, C., Gregory, J.K., & Katz, S. (2016). Low literacy self-care management patient education for a multi-lingual heart failure population: Results of a Pilot Study. *Applied Nursing Research, 29*, 122-124. <https://doi.org/10.1016/j.apnr.2015.06.002>
- Freed, E., Long, D., Rodriguez, T., Franks, P., Kravitz, R.L., & Jerant, A. (2013). The effects of two health information texts on patient recognition memory: A randomized controlled trial. *Patient Education and Counseling, 92*(2), 260-265.
- Kealey, G.P., Dhungel, V., Wideroff, M.J., Liao, J., Choi, K., Skeet, D.A. & Pitcher, G. (2015). Patient education and recall regarding post splenectomy immunizations. *Journal of Surgical Research, 199*, 580-585.
- Plain Language Action and Information Network (PLAIN). United States of America Government. <https://www.plainlanguage.gov/>
- Shetty, F., & Gupta, R. (2013). Improved MDI inhaler technique observed in adult asthma patients with Web based education. *European Respiratory Journal, 42*
- Smith, M., & Wallace, L. (2013). Reducing drug self-injection errors: A randomized trial comparing a “standard” versus “plain language” version of patient instructions for use. *Research in Social and Administrative Pharmacy, 9*(5), 621-625.
- Sudore, L.R., & Schillinger, D. (2009). Interventions to improve care for patients with limited health literacy. *Journal of Clinical Outcomes Management, 16*(1), 20-29. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-61449250748&partnerID=40&md5=4f938747e87edfa9694f41701e2c9dde>
- Yin, H.S., Gupta, R.S., Mendelsohn, A.L., Dreyer, B., van Schaick, L., Brown, C.R., Encalada, K., Sanchez, D.C., Warren, C.M., & Tomopoulos, S. (2017) Use of a low-literacy written action plan to improve parent understanding of pediatric asthma management: A randomized controlled study, *Journal of Asthma, (54)*9, 919-929.

List 38

- Dickson, V., Chyun, D., Caridi, C., Gregory, J.K., & Katz, S. (2016). Low literacy self-care management patient education for a multi-lingual heart failure population: Results of a Pilot Study. *Applied Nursing Research, 29*, 122-124. <https://doi.org/10.1016/j.apnr.2015.06.002>
- Halterman, J., Riekert, K., Bayer, A., Fagnano, M., Tremblay, P., Blaakman, S., & Borrelli, B. (2011) A pilot study to enhance preventive asthma care among urban adolescents with asthma. *Journal of Asthma, 48*(5), 523-530.
- Kambhampati, S., Ashvetiya, T., Stone, N., Blumenthal, R., & Martin S. (2016). Shared decision-making and patient empowerment in preventive cardiology. *Current Cardiology Reports, 18*(49), 1-7.
- Kealey, G.P., Dhungel, V., Wideroff, M.J., Liao, J., Choi, K., Skeet, D.A., & Pitcher, G. (2015). Patient education and recall regarding post splenectomy immunizations. *Journal of Surgical Research, 199*, 580-585.
- Portnoy, D.B., Roter, D., & Erby, L.H. (2010). The role of numeracy on client knowledge in BRCA genetic counseling. *Patient Education and Counseling. 81*,131-136.

Ring, N., Jepson, R., Pinnock, H., Wilson, C., Hoskins, G., Wyke, S., & Sheikh, A. (2012). Developing novel evidence-based interventions to promote asthma action plan use: A cross-study synthesis of evidence from randomised controlled trials and qualitative studies. *Trials*, 13, 216.

List 39

Arthurs, G., Simpson, J., Brown, A., Kyaw, O., Shyrier, S., & Concert, C.M. (2015). The effectiveness of therapeutic patient education on adherence to oral anti-cancer medicines in adult cancer patients in ambulatory care settings: A systematic review. *JBI Database of Systematic Reviews and Implementation Reports*, 13(5), 244-292.

Carpenter, D., Blalock, S., Sayner, R., Muir, K., Robin, A., Hartnett, M., Giangiacomo A., Tudor, G., Sleath, B. (2016). Communication predicts medication self-efficacy in glaucoma patients. *Optometry and Vision Science: Official Publication of the American Academy of Optometry*, 93(7), 731-737.

Kakinuma, A., Nagatani, H., Otake, H., Mizuno, J., & Nakata Y. (2011). The effects of short interactive animation video information on pre-anesthetic anxiety, knowledge, and interview time: A randomized controlled trial. *Anesth Analg*, 112(6), 1314-1318.

Rafi, F., Shahpoorian, F., Azarbaad, M. (2008). The reality of learning self-care needs during hospitalization: patients' and nurses' perceptions. *Self-Care, Dependent-Care & Nursing*, 16(2), 34-39.

Schafer, J.J., Naples, J.G., Pizzi, L.T., & DeSimone Jr., J.A. (2015). The effects of a pharmacist-delivered patient education programme on retention in human immunodeficiency virus care: A pilot study. *Journal of Pharmaceutical Health Services Research*, 6(2), 83-89.

Sookhoo, D., Pellowe, C., Derham, C. (2013). The experiences of heart failure patients following their participation in self-management patient education programmes: A systematic review. *JBI Libr Syst Rev*, 11(2), 236-280.

Stewart-Lord, A., Brown, M., Noor, S., Cook, J., & Jallow, O. (2016). The utilisation of virtual images in patient information giving sessions for prostate cancer patients prior to radiotherapy. *Radiography*, 22(4), 269-273.

List 40

Barros, I., Alcântara, T., Mesquita, A.R., Santos, A.C., Paixão, F.P. & Lyra, D.P. (2014). The use of pictograms in the health care: A literature review. *Research in Social and Administrative Pharmacy*, 10, 704-719.

Brunk, D., Taylor, A., Williams, I., Cox, D., & Clark, M. (2017). A culturally appropriate self-management program for hispanic adults with type 2 diabetes and low health literacy skills. *Journal of Transcultural Nursing*, 28(2), 187-194.

Coffman, M.J. (2012). A health education pilot for Latina women with diabetes. *Clinical Nursing Research*, 22(1).

Dickson, V., Chyun, D., Caridi, C., Gregory, J.K., Katz, S. (2016), low literacy self-care management patient education for a multi-lingual heart failure population: Results of a pilot study. *Applied Nursing Research*, 29, 122-124. <https://doi.org/10.1016/j.apnr.2015.06.002>

Halterman, J., Riekert, K., Bayer, A., Fagnano, M., Tremblay, P., Blaakman, S., & Borrelli, B. (2011) A pilot study to enhance preventive asthma care among urban adolescents with asthma. *Journal of Asthma*, 48(5), 523-530.

Schafer, J.J., Naples, J.G., Pizzi, L.T., & DeSimone Jr., J.A. (2015). The effects of a pharmacist-delivered patient education programme on retention in human immunodeficiency virus care: A pilot study. *Journal of Pharmaceutical Health Services Research*, 6(2), 83-89.

List 41

Kambhampati, S., Ashvetiya, T., Stone, N., Blumenthal, R., & Martin, S. (2016). Shared decision-making and patient empowerment in preventive cardiology. *Current Cardiology Reports*, 18(49), 1-7.

Rosenfeld, L., Rudd, R., Emmons, K., Acevedo-García, D., Martin, L., & Buka, S. (2011) Beyond reading alone: The relationship between aural literacy and asthma management. *Patient Education and Counseling*, 82(1), 110-116.

List 42

Engel, K.G., Heisler, M., Smith, D.M., Robinson, C.H. Forman, J.H., & Ubel, P. A. (2009). Patient comprehension of emergency department care and instructions: Are patients aware of when they do not understand? *Annals of Emergency Medicine*, 53(4), 454-461.

Griffey R.T., Shin, N., Jones, S., & Nnenna, A., Gross, M., Kinsella, Y.,...Kaphingst, K.A. (2015). The impact of teach-back on comprehension of discharge instructions among emergency patients with limited health literacy: A randomized, controlled study. *Journal of Communication in Healthcare*, 8(1), 10-21.

Kealey, G.P., Dhungel, V., Wideroff, M.J., Liao, J., Choi, K., Skeet, D.A., & Pitcher, G. (2015). Patient education and recall regarding post splenectomy immunizations. *Journal of Surgical Research*, 199, 580-585.

List 43

Barnason, S., White-Williams, C., Rossi, L., Centeno, M., Crabbe, D., Lee, K., McCabe, N., Nauser, J., Schulz, P., Stamp, K., & Wood, K. (2017). Evidence for therapeutic patient education interventions to promote cardiovascular patient self-management: A scientific statement for healthcare professionals from the American Heart Association. *Circulation, Cardiovascular Quality and Outcomes*, 10(6).

Gadler, T., Crist, C., Brandstein, K., & Schneider, S.M. (2016). The effects of a take-home educational video on patient knowledge retention, anxiety, satisfaction, and provider time. *Urologic Nursing*, 36(6), 297-302.

- Halterman, J., Riekert, K., Bayer, A., Fagnano, M., Tremblay, P., Blaakman, S., & Borrelli, B. (2011). A pilot study to enhance preventive asthma care among urban adolescents with asthma. *Journal of Asthma, 48*(5), 523-530.
- Harris, D., Nielsen, D., Densley, A., Caldwell, M., Muhlestein, J., & Bradshaw, D. (2014). Sleep CPAP compliance \geq 4 hours per night in the CPAP utilization development from directed learning, education and supervision (CUDDLES) study. *The 28th Annual Meeting of the Associated Professional Sleep Societies, A joint meeting of the American Academy of Sleep Medicine and the Sleep Research Society, 37*, A119-A120.
- Kakinuma, A., Nagatani, H., Otake, H., Mizuno, J., & Nakata, Y. (2011). The effects of short interactive animation video information on pre-anesthetic anxiety, knowledge, and interview time: A randomized controlled trial. *Anesth Analg, 112*(6), 1314-1318.
- Kambhampati, S., Ashvetiya, T., Stone, N., Blumenthal, R., & Martin, S. (2016). Shared decision-making and patient empowerment in preventive cardiology. *Current Cardiology Reports, 18*(49), 1-7.
- Lo, S., Hayter, M., Hsu, M., Lin, S., & Lin, S. (2010). The effectiveness of multimedia learning education programs on knowledge, anxiety and pressure garment compliance in patients undergoing burns rehabilitation in Taiwan: An experimental study. *Journal of Clinical Nursing, 19*(1), 129-137.
- Press, V., Arora, V., Shah, L., Lewis, S., Charbeneau, J., Naureckas, E., & Krishnan, J. (2012) Comparative effectiveness of hospital-based educational interventions for patients with COPD or asthma. *Journal of General Internal Medicine, 27*, S144-S145.
- Rafi, F., Shahpoorian, F., Azarbaad, M. (2008). The reality of learning self-care needs during hospitalization: patients' and nurses' perceptions. *Self-Care, Dependent-Care & Nursing, 16*(2), 34-39.
- Schafer, J.J., Naples, J.G., Pizzi, L.T., & DeSimone Jr., J.A. (2015). The effects of a pharmacist-delivered patient education programme on retention in human immunodeficiency virus care: A pilot study. *Journal of Pharmaceutical Health Services Research, 6*(2), 83-89.
- Shetty, F., & Gupta, R. (2013). Improved MDI inhaler technique observed in adult asthma patients with Web based education. *European Respiratory Journal, 42*.
- Slyer, J.T., & Ferrara, L.R. (2013). The effectiveness of group visits for patients with heart failure on knowledge, quality of life, self-care, and readmissions: A systematic review protocol. *JBI Libr Syst Rev, 11*(7), 58-81.
- Sudore, L.R., & Schillinger, D. (2009). Interventions to improve care for patients with limited health literacy. *Journal of Clinical Outcomes Management, 16*(1), 20-29. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-61449250748&partnerID=40&md5=4f938747e87edfa9694f41701e2c9dde>

List 44

- Arthurs, G., Simpson, J., Brown, A., Kyaw, O., Shyrler, S., & Concert, C.M. (2015). The effectiveness of therapeutic patient education on adherence to oral anti-cancer medicines in adult cancer patients in ambulatory care settings: A systematic review. *JBI Database of Systematic Reviews and Implementation Reports, 13*(5), 244-292.

- Barros, I., Alcântara, T., Mesquita, A.R., Santos, A.C., Paixão, F.P. & Lyra, D.P. (2014). The use of pictograms in the health care: A literature review. *Research in Social and Administrative Pharmacy, 10*, 704-719.
- Chen, S., Chen, C., & Lin, P. (2014). The effect of educational intervention on the pain and rehabilitation performance of patients who undergo a total knee replacement. *Journal of Clinical Nursing, 23*(1-2), 279-287.
- Connell, C.J., Endacott, R., Jackman, J.A., Kiprillis, N.R., Sparkes, L.M., & Cooper, S.J. (2016). The effectiveness of education in the recognition and management of deteriorating patients: A systematic review. *Nurse Education Today, 44*, 133-145.
- Davis, S.A., Carpenter, D., Cummings, D.M., Lee, C., Blalock, S.J., Scott, E., Rodebaugh, L., & Sleath, B. (2017). Patient adoption of an internet-based diabetes medication to improve adherence: A pilot study. *Patient Education and Counseling, 100*, 174-178.
- Dontje, K., Kelly-Blake, K., Olomu, A., Rothert, M., Dwanena, F., Henry, R., Rovner, D., & Holmes-Rovner, M. (2013). Nurse-led group visits support shared decision-making in stable coronary artery disease. *Journal of Cardiovascular Nursing, 28*(38), 269-276.
- Gadler, T., Crist, C., Brandstein, K., & Schneider, S.M. (2016). The effects of a take-home educational video on patient knowledge retention, anxiety, satisfaction, and provider time. *Urologic Nursing, 36*(6), 297-302.
- Huda, W., Hudani, Z., Sahr, W., Mercer, K., & Grindrod, K. (2016). A systematic review of interventions to improve medication information for low health literate populations. *Science Direct: Research in Social and Administrative Pharmacy, 12*, 830-864.
- Kakinuma, A., Nagatani, H., Otake, H., Mizuno, J., & Nakata, Y. (2011). The effects of short interactive animation video information on preanesthetic anxiety, knowledge, and interview time: A randomized controlled trial. *Anesth Analg, 112*(6), 1314-1318.
- Lo, S., Hayter, M., Hsu, M., Lin, S., & Lin, S. (2010). The effectiveness of multimedia learning education programs on knowledge, anxiety and pressure garment compliance in patients undergoing burns rehabilitation in Taiwan: An experimental study. *Journal of Clinical Nursing, 19*(1), 129-137.
- Marini, B.L., Funk, K., Kraft, M.D., Fong, J.M., Naanos, R., Stout, S.M., & Wagner, D. (2014). The effects of an informational video on patient knowledge, satisfaction and compliance with venous thromboembolism prophylaxis: A pilot study. *Patient Education and Counseling, 96*, 264-267.
- Neuenschwander, L., Abbot A., & Mobley, A. (2013). Comparison of a web-based vs in-person nutrition education program for low-income adults. *Journal of the Academy of Nutrition & Dietetics, 113*(1), 120-126.
- Stewart-Lord, A., Brown, M., Noor, S., Cook, J., & Jallow, O. (2016). The utilisation of virtual images in patient information giving sessions for prostate cancer patients prior to radiotherapy. *Radiography, 22*(4), 269-273.
- Tuong, W., Wang, A., & Armstrong, A. (2015). Comparing the effectiveness of automated online counseling to standard web-based education on improving acne knowledge: A randomized controlled trial. *American Journal of Clinical Dermatology, 16*(1), 55-60.

List 45

- Carpenter, D., Blalock, S., Sayner, R., Muir, K., Robin, A., Hartnett, M., Giangiacomo, A., Tudor, G., & Sleath, B. (2016). Communication predicts medication self-efficacy in glaucoma patients. *Optometry and Vision science: Official publication of the American Academy of Optometry*, 93(7), 731-737.
- Kakinuma, A., Nagatani, H., Otake, H., Mizuno, J., & Nakata, Y. (2011). The effects of short interactive animation video information on preanesthetic anxiety, knowledge, and interview time: A randomized controlled trial. *Anesth Analg*, 112(6), 1314-1318.
- Paich, K., Dunn, R., Skolarus, T., Montie, J., Hollenbeck, B., Palpattu, G.,...Wittman, D. (2016). Preparing patients and partners for recovery from the side effects of prostate cancer surgery: A group approach. *Urology*, 88, 36-42.
- Rodgers, C.C., Stegenga, K., Withycombe, J.S., Sachse, K., & Kelly, K.P. (2016). Processing information after a child's cancer diagnosis--how parents learn: A report from the children's oncology group. *Journal of Pediatric Oncology Nursing*, 33(6), 447-459.
- Schafer, J.J., Naples, J.G., Pizzi, L.T., & DeSimone Jr., J.A. (2015). The effects of a pharmacist-delivered patient education programme on retention in human Immunodeficiency virus care: A pilot study. *Journal of Pharmaceutical Health Services Research*, 6(2), 83-89.
- Schenker, Y., Fernandez, A., Sudore, R., & Schillinger, D. (2011). Interventions to improve patient comprehension in informed consent for medical and surgical procedures: a systematic review. *Medical Decision Making: An International Journal of the Society for Medical Decision Making*, 31(1), 151-173. <https://doi.org/https://dx.doi.org/10.1177/0272989X10364247>
- Stewart-Lord, A., Brown, M., Noor, S., Cook, J., & Jallow, O. (2016). The utilisation of virtual images in patient information giving sessions for prostate cancer patients prior to radiotherapy. *Radiography*, 22(4), 269-273.
- Sookhoo, D., Pellowe, C., & Derham, C. (2013). The experiences of heart failure patients following their participation in self-management patient education programmes: A systematic review. *JBI Libr Syst Rev*, 11(2), 236-280.
- Slyer, J.T., & Ferrara, L.R. (2013). The effectiveness of group visits for patients with heart failure on knowledge, quality of life, self-care, and readmissions: A systematic review protocol. *JBI Libr Syst Rev*, 11(7), 58-81.

List 46

- Barros, I., Alcântara, T., Mesquita, A.R., Santos, A.C., Paixão, F.P. & Lyra, D.P. (2014). The use of pictograms in the health care: A literature review. *Research in Social and Administrative Pharmacy*, 10, 704-719.
- Ford, C.A., Cheek, C., Culhane J., Fishman, J., Mathew, L., Salek, E.D. & Jaccard, J. (2016). Parent and adolescent interest in receiving adolescent health communication information from primary care clinicians. *Journal of Adolescent Health*, 59, 154-161.

Freed, E., Long, D., Rodriguez, T., Franks, P., Kravitz, R.L., & Jerant, A. (2013). The effects of two health information texts on patient recognition memory: A randomized controlled trial. *Patient Education and Counseling, 92*(2), 260-265.

Portnoy, D.B., Roter, D., & Erby, L.H. (2010). The role of numeracy on client knowledge in BRCA genetic counseling. *Patient Education and Counseling, 81*, 131-136.

Radhakrishnan, K. (2012). The efficacy of tailored interventions for self-management outcomes of type 2 diabetes, hypertension or heart disease: A systematic review. *Journal of Advanced Nursing, 68*(3), 496-510.

List 47

Press, V., Arora, V., Shah, L., Lewis, S., Charbeneau, J., Naureckas, E., & Krishnan, J. (2012). Comparative effectiveness of hospital-based educational interventions for patients with COPD or asthma. *Journal of General Internal Medicine, 27*, S144-S145.

List 48

Dickson, V., Chyun, D., Caridi, C., Gregory, J. K., & Katz, S. (2016). Low literacy self-care management patient education for a multi-lingual heart failure population: Results of a pilot study. *Applied Nursing Research, 29*, 122-124.

Evaluation References

List 49

Adams, R.J. (2010). Improving health outcomes with better patient understanding and education. *Risk Management and Healthcare Policy, 3*, 61-72.

Almkuist, K. (2017). Using teach-back method to prevent 30-day readmissions in patients with heart failure: A systematic review. *MEDSURG Nursing, 26*(5), 309-351.

Boyde, M., Peters, R., New, N., Hawang, R., Ha, T., & Korczyk, D. (2018). Self-care educational intervention to reduce hospitalisations in heart failure: A randomised controlled trial. *European Journal of Cardiovascular Nursing, 17*(2), 178-185.

Cutilli, C.C., & Schaefer, C.T. (2011). Case studies in geriatric health literacy. *Orthopaedic Nursing, 30*(4). <https://doi.org/10.1097/NOR.0b013e31822247>

Dinh, H., Bonner, A., Clark, R., Ramsbotham, J., & Hines, S. (2016). The effectiveness of the teach-back method on adherence and self-management in health education for people with chronic disease: A systematic review. *JBI Database System Rev Implement Rep, 14*(1), 210-247.

- Dunn, P. (2017). Enhancing informal patient education in nursing practice: A review of the literature. *Journal of Nursing Education and Practice*, 7(2). 18-24.
- Glick, A.F., Farkas, J.S., Nicholson, J., Dreyer, B., Fears, M., Bandera, C.,...Yin, H.S. (2017). *Parental management of discharge instructions: A systematic review. Pediatrics*, 140(2), e20164-165.
- Griffey, R.T., Shin, N., Jones, S., & Nnenna, A., Gross, M., Kinsella, Y.,...Kaphingst, K.A. (2015). The impact of teach-back on comprehension of discharge instructions among emergency patients with limited health literacy: A randomized, controlled study. *Journal of Communication in Healthcare*, 8(1), 10-21.
- Hamline, M., Speier, R., Vu, P.D., Tancredi, D., Broman, A.R., Rasmussen, L.N.,...Li, S.T. (2018). *Pediatrics*, 142(5), 1-49.
- Kemp, E.C., Floyd, M.R., McCord-Duncan, E., & Lang, F. (2008). Patients prefer the methods of “tell back collaborative inquiry” to assess understanding of medical information. *Journal of American Board of Family Medicine*, 21(1), 24-30.
- Kripalani, S., Bengtzen, R., Henderson, L.E., & Jacobson, T.A. (2008). Clinical research in low-literacy populations: Using teach-back to assess comprehension of informed consent and privacy information. *IRB: Ethics & Human Research*. March-April,13-19.
- Malcolm, G. (2012). Re-engineered discharge cuts readmissions. *Hospital Case Management*, 20(5), 70-75. [https://advance-lexis-com.proxy.lib.ohio-state.edu/api/document?collection=news&id=urn:contentItem:55DV-XTW1-JBDY-02BG-00000-00&context=1516831](https://advance.lexis-com.proxy.lib.ohio-state.edu/api/document?collection=news&id=urn:contentItem:55DV-XTW1-JBDY-02BG-00000-00&context=1516831)
- Marcus, C. (2014). Strategies for improving the quality of verbal patient and family education: A review of the literature and creation of the EDUCATE model. *Health Psychology & Behavioural Medicine*, 2(1), 482-495.
- Peter, D., Robinson, P., Jordan, M., Lawrence, S., Casey, K., & Salas-Lopez, D. (2015). Reducing readmissions using teach-back. *Journal of Nursing Administration*, 45(1), 35-42.
- Schenker, Y., Fernandez, A., Sudore, R., & Schillinger, D. (2011). Interventions to improve patient comprehension in informed consent for medical and surgical procedures: a systematic review. *Medical Decision Making : An International Journal of the Society for Medical Decision Making*, 31(1), 151-173. <https://doi.org/https://dx.doi.org/10.1177/0272989X10364247>
- Stratis Health Rural Quality Improvement Technical Assistance. (2017). A study of HCAHPS best practices in high performing critical access hospitals. <https://www.ruralcenter.org/resource-library/study-of-hcahps-best-practices-in-high-performing-cahs>
- White, M., Garbez, R., Carroll, M., Brinker, E., & Howie-Esquivel, J. (2013). Is “teach-back” associated with knowledge retention and hospital readmission in hospitalized heart failure patients? *The Journal of Cardiovascular Nursing*, 28(2), 137-146. <https://doi.org/https://dx.doi.org/10.1097/JCN.0b013e31824987bd>

List 50

Glick, A.F., Farkas, J.S., Nicholson, J., Dreyer, B., Fears, M., Bandera, C.,...Yin, H.S. (2017). *Parental management of discharge instructions: A systematic review. Pediatrics, 140(2)*, e20164165.

Heneghan, K., Sachdeva, A.,...Davis, E. (Oct 15-17, 2009). Surgical skills patient education program. *Cancer Education Conference Proceedings: Cancer Patient Education Network, American Association for Cancer Education, European Association of Cancer Education.*

Howe, C.J., Cipher, D.J., LeFlore, J., & Lipman, T.H. (2015). Parent health literacy and communication with diabetes educators in a pediatric diabetes clinic: A mixed methods approach. *Journal of Health Communications, 20*, 50-59.

Nelda, N. (2010). Teaching so they hear: Using a co-created diabetes self-management education approach. *Journal of the American Academy of Nurse Practitioners, 22*, 316-325.

Press, V., Arora, V., Shah, L., Lewis, S., Charbeneau, J., Naureckas, E., & Krishnan, J. (2012). Comparative effectiveness of hospital-based educational interventions for patients with COPD or asthma. *Journal of General Internal Medicine, 27*, S144-S145.

Smith, M., & Wallace, L. (2013). Reducing drug self-injection errors: A randomized trial comparing a “standard” versus “plain language” version of patient instructions for use. *Research in Social and Administrative Pharmacy, 9(5)*, 621-625.

List 51

Almkuist, K. (2017). Using teach-back method to prevent 30-day readmissions in patients with heart failure: A systematic review. *MEDSURG Nursing, 26(5)*, 309-351.

Armstrong, A., Kim, R., Idriss, N., Larsen, L., & Lio, P. (2011). Online video improves clinical outcomes in adults with atopic dermatitis: A randomized controlled trial. *Journal of the American Academy of Dermatology, 64(3)*, 502-507.

Arthurs, G., Simpson, J., Brown, A., Kyaw, O., Shyrier, S., & Concert, C. (2015). The effectiveness of therapeutic patient education on adherence to oral anti-cancer medicines in adult cancer patients in ambulatory care settings: a systematic review. *JBI Database of Systematic Reviews and Implementation Reports, 13(5)*, 244-292.

Barnason, S., White-Williams, C., Rossi, L., Centeno, M., Crabbe, D., Lee, K., McCabe, N., Nauser, J., Schulz, P., Stamp, K., & Wood, K. (2017). Evidence for therapeutic patient education interventions to promote cardiovascular patient self-management: A scientific statement for healthcare professionals from the American Heart Association. *Circulation: Cardiovascular Quality and Outcomes, 10(6)*.

Beniwal, S., Sharma, B.B., & Singh, V. (2011). *What we can say: Disease illiteracy, Journal of The Association of Physicians of India, 59.*

- Boyde, M., Peters, R., New, N., Hawang, R., Ha, T., & Korczyk, D. (2018). Self-care educational intervention to reduce hospitalisations in heart failure: A randomised controlled trial. *European Journal of Cardiovascular Nursing, 17*(2), 178-185.
- Charlier, N., Zupancic, N., Fieuws, S., Denhaerynck, K., Zaman, B., & Moons, P. (2016). Serious games for improving knowledge and self-management in young people with chronic conditions: A systematic review and meta-analysis. *Journal of the American Medical Informatics Association, 23*(1), 230-239.
- Chen, S., Chen, C., & Lin, P. (2014). The effect of educational intervention on the pain and rehabilitation performance of patients who undergo a total knee replacement. *Journal of Clinical Nursing, 23*(1-2), 279-287.
- Davis, S.A., Carpenter, D., Cummings, D.M., Lee, C., Blalock, S.J., Scott, E., Rodebaugh, L.,...Sleath, B. (2017). Patient adoption of an internet-based diabetes medication to improve adherence: A pilot study. *Patient Education and Counseling, 100*, 174-178.
- Dickson, V., Chyun, D., Caridi, C., Gregory, J.K., & Katz, S. (2016). Low literacy self-care management patient education for a multi-lingual heart failure population: Results of a pilot study. *Applied Nursing Research, 29*, 122-124.
- Finkelstein, J., & Bedra, M. (2014). Avatar-based interactive diabetes education in older adults. *Journal of the American Geriatrics Society, 62*, S64.
- Freed, E., Long, D., Rodriguez, T., Franks, P., Kravitz, R., & Jerant, A. (2013). The effects of two health information texts on patient recognition memory: A randomized controlled trial. *Patient Education and Counseling, 92*(2), 260-265.
- Gassaway, J., Anziano, P., Young, T., & Peterson, B. (2016). Peer-supported patient education approaches improve outcomes: An interrupted time series design. *Journal of Spinal Cord Medicine, 39*(5), 544-582.
- Gibson, P.G., Powell, H., Wilson, A., Abramson, M.J., Haywood, P., Bauman, A., Hensley, M.J., Walters, E.H., & Roberts J.J.L. (2002). Self-management education and regular practitioner review for adults with asthma. *Cochrane Database of Systematic Reviews, Issue 3*.
- Halley, M.C., Rendle, K.A.S., Gillespie, K.A., Stanley, K.M., & Frost, D.L. (2015). An exploratory mixed-methods crossover study comparing DVD- vs. Web-based patient decision support in three conditions: The importance of patient perspectives. *Health Expectations, 18*(6), 2880-2891.
- Hill, B., Perri-Moore, S., Kuang, J., Bray, B., Ngo, L., Doig, A., & Zeng-Treitler, Q. (2016). Automated pictographic illustration of discharge instructions with Glyph: Impact on patient recall and satisfaction. *Journal of the American Medical Informatics Association, 23*(6), 1136-1142.
- Hill, M., Miller, N., Degeest, S., Group, A., Materson, B., Black, H., Izzo, J., Oparil, S., & Weber, M. (2011). Adherence and persistence with taking medication to control high blood pressure. *Journal of the American Society of Hypertension, 5*(1), 56-63.
- Johnson, A., & Sanford, J. (2005). Written and verbal information versus verbal information only for patients being discharged from acute hospital settings to home: A systematic review. *Health Education Research, 20*(4), 423-429.

- Kakinuma, A., Nagatani, H., Otake, H., Mizuno, J., & Nakata, Y. (2011). The effects of short interactive animation video information on pre-anesthetic anxiety, knowledge, and interview time: A randomized controlled trial. *Anesthesia and Analgesia*, *112*(6), 1314-1318.
- Kambhampati S., Ashvetiya T., Stone N., Blumenthal R., & Martin S. (2016). Shared decision-making and patient empowerment in preventive cardiology. *Current Cardiology Reports*, *18*(49), 1-7.
- Kuntz, J., Safford, M., Singh, J., Phansalkar, S., Slight, S.P.,...Her, Q.L. (2014). Patient-centered interventions to improve medication management and adherence: A qualitative review of the research findings. *Patient Education and Counseling*, *97*, 310-326.
- Laslett, L., Lynch, J., Sullivan, T., & McNeil, J. (2011). Osteoporosis education improves osteoporosis knowledge and dietary calcium: Comparison of a 4-week and a one-session education course. *International Journal of Rheumatic Diseases*, *14*(3), 239-247.
- Lo, S., Hayter, M., Hsu, M., & Lin, S. (2010). The effectiveness of multimedia learning education programs on knowledge, anxiety and pressure garment compliance in patients undergoing burns rehabilitation in Taiwan: An experimental study. *Journal of Clinical Nursing*, *19*(1-2), 129-137.
- Madden, M., Tomsik, P., Terchak, J., Navacruz, L., Reichsman, A., Clark, T.C., Cella, P., Weirich, S.A., Munson, M. R., & Werner, J.J. (2011). Keys to successful diabetes self-management for uninsured patients: Social support, observational learning, and turning points: A safety net providers' strategic alliance study. *Journal of the National Medical Association*, *103*(3), 257-264.
- Malcolm, G. (2012). Re-engineered discharge cuts readmissions. *Hospital Case Management*, *20*(5), 70-75. [https://advance-lexis-com.proxy.lib.ohio-state.edu/api/document?collection=news&id=urn:contentItem:55DV-XTW1-JBDY-02BG-00000-00&context=1516831](https://advance.lexis-com.proxy.lib.ohio-state.edu/api/document?collection=news&id=urn:contentItem:55DV-XTW1-JBDY-02BG-00000-00&context=1516831)
- Mavri, A., Ostasevski, F.N., Kramaric, A., & Kosmelj, K. (2015). New educational approach for patients on warfarin improves knowledge and therapy control. *Wiener Klinische Wochenschrift*, *127*(11-12), 472-476.
- Naik, A., Teal, C., Rodriguez, E., & Haidet, P. (2011). Knowing the ABCs: A comparative effectiveness study of two methods of diabetes education. *Patient Education and Counseling*, *85*(3), 383-389.
- Navidian, A., Mobaraki, H., & Shakiba, M. (2017). The effect of education through motivational interviewing compared with conventional education on self-care behaviors in heart failure patients with depression. *Patient Education and Counseling*, *100*(8), 1499-1504.
- Neuenschwander, L., Abbott, A., & Mobley, A. (2013). Comparison of a web-based vs in-person nutrition education program for low-income adults. *Journal of the Academy of Nutrition & Dietetics*, *113*(1), 120-126.
- Niedermann, K., Buchi, S., Ciurea, A., Kubli, R., Steurer-Stey, C., Villiger, P.M., & De Bie, R.A. (2012). Six and 12 months' effects of individual joint protection education in people with rheumatoid arthritis: A randomized controlled trial. *Scandinavian Journal of Occupational Therapy*, *19*(4), 360-369. <https://DOI.org/10.3109/11038128.2011.611820>

- Pals-Regitze, A.S., Olesen, K., & Willaing, I. (2016). What does theory-driven evaluation add to the analysis of self-reported outcomes of diabetes education?: A comparative realist evaluation of a participatory patient education approach. *Patient Education and Counseling*, 99, 995-1001.
- Peter, D., Robinson, P., Jordan, M., Lawrence, S., Casey, K., & Salas-Lopez, D. (2015). Reducing readmissions using teach-back. *Journal of Nursing Administration*, 45 (1), 35-42.
- Qi, B., Resnick, B., Smeltzer, S., & Bausell, B. (2011) Self-efficacy program to prevent osteoporosis among Chinese immigrants. *Nursing Research*, 60(6), 393-404.
- Radhakrishnan, K. (2012). The efficacy of tailored interventions for self-management outcomes of type 2 diabetes, hypertension or heart disease: A systematic review. *Journal of Advanced Nursing*, 68(3), 496-510.
- Sheridan, S., Draeger, L., Pignone, M., Rimer, B., Bangdiwala, S., Cai, J., Gizlice, Z., Keyserling, T., & Simpson, R. (2014). The effect of a decision aid intervention on decision making about coronary heart disease risk reduction: Secondary analyses of a randomized trial. *BMC Medical Informatics and Decision Making*, 14(14).
- Sleath, B., Blalock, S., Carpenter, D., Sayner, R., Muir, K., Slota, C., Lawrence, S., Giangiacomo, A., Hartnett, M., Tudor, G., Goldsmith, J., & Robin, A. (2015). Ophthalmologist-patient communication, self-efficacy, and glaucoma medication adherence. *Ophthalmology*, 122(4), 748-754.
- Slyer, J., & Ferrara, L. (2013). The effectiveness of group visits for patients with heart failure on knowledge, quality of life, self-care, and readmissions: A systematic review. *JBI Database of Systematic Reviews & Implementation Reports*, 11(7), 58-81.
- Sookhoo, D., Pellowe, C., & Derham, C. The experiences of heart failure patients following their participation in self-management patient education programmes: A systematic review. *JBI Database of Systematic Reviews & Implementation Reports*, 11(2), 236-280.
- Sorrell, J.T., McNeil, D.W., Gochenour, L.L., & Jackson, C.R. (2009). Evidence based patient education: Knowledge transfer to endodontic patients. *J Dent Educ*, 73(11), 1293-305.
- Srisuk, N., Cameron, J., Ski, C., & Thompson, D. (2017). Randomized controlled trial of family-based education for patients with heart failure and their caregivers. *Journal of Advanced Nursing*, 73(4), 857-870.
- Tait, A.R., Voepel-Lewis, T., Chetcuti, S.J., Brennan-Martinez, C., & Levine, R. (2014). Enhancing patient understanding of medical procedures: Evaluation of an interactive multimedia program with on-line exercises. *Int J Med Inform*, 83(5), 376-384.
- Tang, T.S., Funnell, M.M., Brown, M., & Kurlander, J. (2010). Self-management support in "real-world" settings: An empowerment-based intervention. *Patient Education and Counseling*, 79, 178-184.
- Tuong, W., Wang, A., & Armstrong, A. (2015). Comparing the effectiveness of automated online counseling to standard web-based education on improving acne knowledge: A randomized controlled trial. *American Journal of Clinical Dermatology*, 16(1), 55-60.
- 2017 National standards for diabetes self-management education and support. (October, 2017). *Diabetes Care*, 40, 1409-1419

Van Camp, Y., Huybrechts, S., Van Rompaey, B., & Elseviers, M. (2012). Nurse-led education and counseling to enhance adherence to phosphate binders. *Journal of Clinical Nursing, 21*(9-10), 1304-1313.

Van Dalem, J., Krass, I., & Aslani, P. (2012). Interventions promoting adherence to cardiovascular medicines. *International Journal of Clinical Pharmacy, 34*(2), 295-311. <https://doi.org/10.1007/s11096-012-9607-5>

Wallace, A., Seligman, H., Davis, T., Schillinger, D., Arnold, C.L., Bryant-Shilliday, B., Freburger, J.K., & DeWalt, D.A. (2009). Literacy-appropriate educational materials and brief counseling improve diabetes self-management. *Patient Education and Counseling, 75*, 328-333.

Wilson, S.R., Park, D., Curtis, L., Cameron, K., Clayman, M., Makoul, G., vom Eigen, K., & Wolf, M. (2010). Shared treatment decision-making improves adherence and outcomes in poorly controlled asthma. *American Journal of Respiratory and Critical Care Medicine, 181*(6), 566-577.

Yeung, D., Alvarez, K., Quinones, E., Clark, G., Oliver, G.H., Alvarez, C.A., & Jaiyeola, A.O. (2017). Low-health literacy flashcards & mobile video reinforcement to improve medication adherence in patients on oral diabetes, heart failure, and hypertension medications. *Journal of the American Pharmacists Association, 57*(1), 30-37.

Zhang, K.M., Dindoff, K., Arnold M.O., Lane, J., & Swartzman, L.C. (2015), What matters to patients with heart failure? The influence of non-health-related goals on patient adherence to self-care management. *Patient Education and Counseling, 98*, 927-934.

References Alphabetically

A

Adams, R.J. (2010). Improving health outcomes with better patient understanding and education. *Risk Management and Healthcare Policy*, 3, 61-72.

Agency for Healthcare Research and Quality, (2015). *Health Literacy Universal Precautions Toolkit*. (2nd ed.). <https://www.ahrq.gov/health-literacy/quality-resources/tools/literacy-toolkit/healthlittoolkit2.html>

Akritidou, S., Husted, G., Kazakos, K., & Olesen, K. (2017). The effect of using interactive communication tools in adults with type-2 diabetes. *Nursing Reports*, 7(1), 6155.

Allen, J.D., Othus, M.K.D., Hart, A., Tom, L., Li, Y., Berry, D., & Bowen, D. (2010). A randomized trial of a computer-tailored decision aid to improve prostate cancer screening decisions: Results from the *Take the Wheel* trial. *Cancer, Epidemiology, Biomarkers & Prevention*. 19(9), 2172-2186. doi:10.1158/1055-9965.EPI-09-0410

Almkuist, K. (2017). Using teach-back method to prevent 30-day readmissions in patients with heart failure: A systematic review. *MEDSURG Nursing*, 26(5), 309-335.

Al-Sutari, M., & Ahmad, M. (2017). Effect of educational program on self-care behaviors and health outcome among patients with heart failure: an experimental study. *International Journal of Evidence-Based Healthcare*, 15(4), 178-185.

Andiric, L.R. (2010). *Patient education and involvement in care*. [Doctoral dissertation, University of North Florida]. UNF Digital Commons. <https://digitalcommons.unf.edu/etd/272>

Arbaje, A. I., Kansagara, D. L., Salanitro, A. H., Englander, H. L., Kripalani, S., Jencks, S. F., & Lindquist, L. A. (2014). Regardless of age: Incorporating principles from geriatric medicine to improve care transitions for patients with complex needs. *Journal of general internal medicine*, 29(6), 932–939. <https://doi.org/10.1007/s11606-013-2729-1>

Armstrong, A., Kim, R., Idriss, N., Larsen, L., & Lio, P. (2011). Online video improves clinical outcomes in adults with atopic dermatitis: A randomized controlled trial. *Journal of the American Academy of Dermatology*. 64(3), 502-507.

Arthurs, G., Simpson, J., Brown, A., Kyaw, O., Shyrier, S., & Concert, C.M. (2015). The effectiveness of therapeutic patient education on adherence to oral anti-cancer medicines in adult cancer patients in ambulatory care settings: A systematic review. *JBI Database of Systematic Reviews and Implementation Reports*. 13(5), 244-292.

Athilinga, P., Osorio, R.E., Kaplan, H., Oliver, D., O'neachtain, T., & Rogal, P. (2016). Embedding patient education in mobile platform for patients with heart failure (theory based development & beta testing). *CIN - Computers Informatics Nursing*. 34 (2), 92-98.

B

Baas, L., Kirkwood, P., Lewis, C., Prasun, M., & Reigle, J. (2014). Perceived barriers and facilitators to patients receiving 60 minutes of heart failure education: A survey of AAHFN members. *Heart and Lung* 43, 3-5.

Bailey, S.C., Wolf, M.S., Lopez, A., Russell, A., Chen, A.H., Schillinger, D.,...Sarkar, U. (2014). Expanding the universal medication schedule: a patient-centred approach. *BMJ Open*, 4:e003699, [doi:10.1136/bmjopen-2013-003699](https://doi.org/10.1136/bmjopen-2013-003699)

Barnason, S., White-Williams, C., Rossi, L., Centeno, M., Crabbe, D., Lee, K., McCabe, N., Nauser, J., Schulz, P., Stamp, K. & Wood, K. (2017). Evidence for therapeutic patient education interventions to promote cardiovascular patient self-management: A scientific statement for healthcare professionals from the American Heart Association. *Circulation, Cardiovascular Quality and Outcomes*, 10(6).

Barros, I., Alcântara, T., Mesquita, A.R., Santos, A.C., Paixão, F.P. & Lyra, D.P. (2014). The use of pictograms in the health care: A literature review. *Research in Social and Administrative Pharmacy*. 10, 704-719.

Bastable, S. (2017). *Patient education essentials*. Jones & Bartlett Learning.

Bastiaens, H., Sunaert, P., Wens, J., Sabbe, B., Jenkins, L., Nobels, F., Snauwert, B., & Van Roven, P. (2009). Supporting diabetes self-management in primary care: Pilot study of a group-based programme focusing on diet and exercise. *Primary Care Diabetes*, 3, 103-109.

Beagley, L. (2011). Educating patients: Understanding barriers, learning styles, and teaching techniques. *Journal of Perianesthesia Nursing: Official Journal of the American Society of Perianesthesia Nurses*, 26(5), 331-337.

Bean, M., Powell, P., Quinoy, A., Ingersoll, K., Wickham III, E., & Mazzeo, S., (2015). Motivational interviewing targeting diet and physical activity improves adherence to paediatric obesity treatment: Results from the MI Values randomized controlled trial, *Pediatric Obesity*, 10(2) 118-125.

Beniwal, S., Sharma, B.B., & Singh, V. (2011). What we can say: *Disease illiteracy*, *Journal of The Association of Physicians of India*, 59.

Bergjan M., & Schaepe C. (2016). Educational strategies and challenges in peritoneal dialysis: A qualitative study of renal nurses' experiences. *Journal of Clinical Nursing*, 25 (11-12), 1729-1739.

Bevan, J., & Pecchioni, L.L. (2008). Understanding the impact of family caregiver cancer literacy on patient health outcomes. *Patient Education and Counseling*, 71, 356–364.

Bidstrup, C.A., Morthorst, K.R., Laursen, M., Jargensen, L.B., & Haybye, M.T. (2018). Does information become actual knowledge in surgical spine patients? A qualitative study. *Orthopaedic Nursing*. 37(6), 363-371.

Boyde, M., Peters, R., New, N., Hawang, R., Ha, T., & Korczyk, D. (2018). Self-care educational intervention to reduce hospitalisations in heart failure: A randomised controlled trial. *European Journal of Cardiovascular Nursing*, 17(2), 178-185.

Brach, C. (2017). The journey to become a health literate organization: A snapshot of health system improvement. *Studies in Health Technologies and Informatics*, 240, 203-237.

Brunk, D., Taylor, A., Williams, I., Cox, D., & Clark, M. (2017). A culturally appropriate self-management program for Hispanic adults with type 2 diabetes and low health literacy skills. *Journal of Transcultural Nursing, 28*(2), 187-194.

C

CAHPS® Clinicians & Group Surveys and Instructions. About the CAHPS® Item Set for Addressing Health Literacy, Document No 2311, May 1, 2012. [https://cahpsdatabase.ahrq.gov/files/CGGuidance/About the Item set for Addressing Health Literacy.pdf](https://cahpsdatabase.ahrq.gov/files/CGGuidance/About%20the%20Item%20set%20for%20Addressing%20Health%20Literacy.pdf)

Calle-Bustos, A.M., Juan, M.C., Garcia-Garcia, I., & Abad, F. (2017). An augmented reality game to support therapeutic education for children with diabetes. *PLoS ONE 12*(9), e0184645. <https://doi.org/10.1371/journal.pone.0184645>

Cameron, J., Worrall-Carter, L., Page K., & Stewart, S. (2010). Self-care behaviours and heart failure: Does experience with symptoms really make a difference? *European Journal of Cardiovascular Nursing, 9*, 92-100.

Cange, A., Bickmore, T., Harris, K., Neylon, D., Kvedar, J., Brown, J., & Watson, A. (2008). Improving adherence to an exercise program: A personalized virtual coach. *Telemedicine and e-Health, 14* (Suppl1), 39.

Cangelosi, P.M., & Sorrell, J.M. (2008). Storytelling as an educational strategy for older adults with chronic illness. *Journal of Psychological Nursing, 46* (7), 19-22.

Carpenter, D., Blalock, S., Sayner, R., Muir, K., Robin, A., Hartnett, M., Giangiacomo, A., Tudor, G., & Sleath, B. (2016). Communication predicts medication self-efficacy in glaucoma patients. *Optometry and Vision Science: Official Publication of the American Academy of Optometry, 93*(7), 731-737.

Centers for Disease Control and Prevention (CDC). Office of the Associate Director for Communication. (2019). *Clear Communication Index A Tool for Developing and Assessing CDC Public Communication Products User Guide*. <https://www.cdc.gov/ccindex/pdf/ClearCommUserGuide.pdf>

Chan, H., Dai, Y., & Hou, I. (2016). Evaluation of a tablet-based instruction of breathing technique in patients with COPD. *International Journal of Medical Informatics, 94*, 263-27.

Charlier, N., Zupancic, N., Fieuws, S., Denhaerynck, K., Zaman, B., & Moons, P. (2016). Serious games for improving knowledge and self-management in young people with chronic conditions: A systematic review and meta-analysis. *Journal of the American Medical Informatics Association, 23*(1), 230-239.

Charlson, M., Wells, M., Peterson, J., Boutin-Foster, C., Ogedegbe, G., Mancuso, C., Hollenberg, J., Allegrante, J., Jobe, J., & Isen, A. (2014). Mediators and moderators of behavior change in patients with chronic cardiopulmonary disease: The impact of positive affect and self-affirmation. *Translational Behavioral Medicine, 4*(1), 7-17.

Chen, S., Chen, C., & Lin, P. (2014). The effect of educational intervention on the pain and rehabilitation performance of patients who undergo a total knee replacement. *Journal of Clinical Nursing, 23*(1/2), 279-287.

Chu, E.S., Hakkarinen, D., Evig, C., Page, S., Keniston, A., Dickinson, M., & Albert, R.K. (2008). Underutilized time for health education of hospitalized patients. *Journal of Hospital Medicine*, 3(3), 238-46. <https://doi10.1002/jhm.295>.

Coffman, M.J., Ferguson, B.L., Steinman, L. Talbot, L.A., & Dunbar-Jacob, J. (2012). A health education pilot for Latina women with diabetes. *Clinical Nursing Research*, 22(1), 70-81.

Conn, V., Ruppert, T., Maithe, E.R., Cooper, P., & Enriquez, M. (2016). Patient-Centered Outcomes of Medication Adherence Interventions: Systematic Review and Meta-Analysis. *Value in Health*, 19(2), 277-285.

Connell, C. J., Endacott, R., Jackman, J. A., Kiprillis, N. R., Sparkes, L. M., & Cooper, S. J. (2016). The effectiveness of education in the recognition and management of deteriorating patients: A systematic review. *Nurse Education Today*, 44, 133-145.

Cutilli, C.C., & Schaefer, C.T. (2011). Case studies in geriatric health literacy. *Orthopaedic Nursing*, 30(4). <https://doi.org/10.1097/NOR.Ob013e3182247>

D

Daley, C., Kelly, K., Cafiero, M., & Filippone, J. (2013). Knowledge translation to reduce heart failure (HF) readmission rates. *Cardiology (Switzerland)*, 126, 453.

Davis, S. A., Carpenter, D., Cummings, D.M., Lee, C., Blalock, S.J., Scott, E., Rodebaugh, L., & Sleath, B. (2017). Patient adoption of an internet-based diabetes medication to improve adherence: A pilot study. *Patient Education and Counseling*, 100, 174-178.

Dickson, V., Chyun, D., Caridi, C., Gregory, J.K., & Katz, S. (2016). Low literacy self-care management patient education for a multi-lingual heart failure population: Results of a pilot study. *Applied Nursing Research*, 29, 122-124. <https://doi.org/10.1016/j.apnr.2015.06.002>

Dickson, V.V., & Riegel, B. (2009). Are we teaching what patients need to know? Building skills in heart failure self-care. *Heart & Lung*, 38(3), 253-261.

Dinh, H., Bonner, A., Clark, R., Ramsbotham, J., & Hines, S. (2016). The effectiveness of the teach-back method on adherence and self-management in health education for people with chronic disease: A systematic review. *JBI Database System Rev Implement Rep*, 14(1), 210-247.

Dontje, K., Kelly-Blake, K., Olomu, A., Rothert, M., Dwamena, F., Henry, R., Rovner, D., & Holmes-Rovner, M. (2013). Nurse-led group visits support shared decision-making in stable coronary artery disease. *Journal of Cardiovascular Nursing*. 28(3), 269-276.

Dowse, R., Ramela, T., & Browne, S.H. (2011). Medication information an illustrated leaflet containing antiretroviral information targeted for low-literate readers: Development and evaluation. *Patient Education and Counseling*, 85, 508-515.

Dunn, P. (2017). Enhancing informal patient education in nursing practice: A review of the literature. *Journal of Nursing Education and Practice*, 7(2). 18-24.

E

Eddaiki, A. (2015). From compliance to concordance in orthodontic treatment- development of a patient decision aid for children considering fixed orthodontic appliance treatment. [Doctoral dissertation, The University of Sheffield].

Engel, K.G., Heisler, M., Smith, D.M., Robinson, C.H., Forman, J.H., & Ubel, P.A. (2009). Patient comprehension of emergency department care and instructions: Are patients aware of when they do not understand? *Annals of Emergency Medicine*, 53(4), 454-461.

Engers, A., Jellema, P., Wensing, M., van der Windt, D., Grol, R., & van Tulder, M.W. (2008). Individual patient education for low back pain. *Cochrane Database of Systematic Reviews 2008*. 1(CD004057), 1-52. <https://doi.org/10.1002/14651858.CD004057.pub3>

F

Fields, T., & Batterman, A. (2018). How can we improve disease education in people with gout? *Current Rheumatology Reports*, 20(12). <https://doi.org/10.1007/s11926-018-0720-x>

Finkelstein, J., & Bedra, M. (2014). Avatar-based interactive diabetes education in older adults. *Journal of the American Geriatrics Society*, 62, S64.

Ford, C.A., Cheek, C., Culhane J., Fishman, J., Mathew, L., Salek E. D.,....Jaccard, J. (2016). Parent and adolescent interest in receiving adolescent health communication information from primary care clinicians. *Journal of Adolescent Health*, 59, 154-161.

Francis, N.A., Phillips, R., Wood, F., Hood, K., Simpson, S., & Butler, C.C. (2013). Parents' and clinicians' views of an interactive booklet about respiratory tract infections in children: A qualitative process evaluation of the EQUIP randomized controlled trial. *BMC Family Practice*, 14, 1-10.

Friedman, A., Cosby, R., Boyko, S., Hatton-Bauer, J., & Turnbull, G. (2011). Possible consideration: Effective teaching strategies and methods of delivery for patient education: A systematic review and practice guideline recommendations. *Journal of Cancer Education*, 26 (1), 12-21.

Freed, E., Long, D., Rodriguez, T., Franks, P., Kravitz, R. L., & Jerant, A. (2013). The effects of two health information texts on patient recognition memory: A randomized controlled trial. *Patient Education and Counseling*, 92(2), 260-265.

G

Gadler, T., Crist, C., Brandstein, K., & Schneider, S.M. (2016). The effects of a take-home educational video on patient knowledge retention, anxiety, satisfaction, and provider time. *Urologic Nursing*, 36(6), 297-302.

Gakumo, C.A., Enah, C., Vance, D., Sahinoglu, E., & Raper, J. (2015). Keep it simple: Older African Americans' preferences for a health literacy intervention in HIV management. *Patient Preference and Adherence*, 9, 217-223.

- Gassaway J., Anziano P., Young T., & Peterson, B. (2016). Peer-supported patient education approaches improve outcomes; interrupted time series design. *Journal of Spinal Cord Medicine*, 39(5), 544-582.
- Gibson, P.G., Powell, H., Wilson, A., Abramson, M.J., Haywood, P., Bauman, A., Hensley, M.J., Walters, E.H., & Roberts, J.J.L. (2002). Self-management education and regular practitioner review for adults with asthma. *Cochrane Database of Systematic Reviews*, Issue 3.
- Giuse, N., Koonce, T., Storrow, A., Kusnoor, S., & Ye, F. (2012) Using health literacy and learning style preferences to optimize the delivery of health information. *Journal of Health Communication*, 17(S3), 122-140.
- Gleaners: Feeding People, News & Stories. Nourishing Lives. Hunger Stories, September 18, 2015. Cooking matters: Research study shows improvement for women with diabetes. Researcher Viki Shayna, Ph.D.
- Glick, A.F., Farkas, J.S., Nicholson, J., Dreyer, B., Fears, M., Bandera, C.,...Yin, H.S. (2017). Parental management of discharge instructions: A Systematic Review. *Pediatrics*, 140(2), e20164165.
- Goolsby, R.D. (2010). Revising selected written patient education materials through readability and concreteness. [Doctoral dissertation, Texas A & M University]
- Grabeel, K., Russomanno, J., Oelschlegel, S., Tester, E., & Heidel, R. (2018). Computerized versus hand-scored health literacy tools: a comparison of simple measure of gobbledygook (SMOG) and Flesch-Kincaid in printed patient education materials. *Journal of the Medical Library Association*. 106(1), 38-45.
- Griffey, R.T., Shin, N., Jones, S., & Nnenna, A., Gross, M., Kinsella, Y.,... Kaphingst, K.A. (2015). The impact of teach-back on comprehension of discharge instructions among emergency patients with limited health literacy: A randomized, controlled study. *Journal of Communication in Healthcare* 8(1), 10-21.
- Gronning, K., Skomsvoll, J.F., Rannestad, T., & Steinsbekk, A. (2012). The Effect of an educational programme consisting of group and individual education for patients with polyarthritis: A randomized controlled trial. *Patient Education and Counseling*, 88, 113-120.

H

- Halley, M.C., Rendle, K.A.S., Gillespie, K.A., Stanley, K.M., & Frost, D.L. (2015). An exploratory mixed-methods crossover study comparing DVD vs. web-based patient decision support in three conditions: The importance of patient perspectives. *Health Expectations*, 18 (6), 2880-2891.
- Halpert A., Dalton C., Palsson, O., Morris, C., Yuming, H., Bangdiwala, S.,...Drossman, D. (2008) Patient educational media preferences for information about irritable bowel syndrome (IBS). *Digestive Diseases and Sciences*, 53(12), 3184-3190.
- Halterman, J., Riekert, K., Bayer, A., Fagnano, M., Tremblay, P., Blaakman, S., & Borrelli, B. (2011). A pilot study to enhance preventive asthma care among urban adolescents with asthma. *Journal of Asthma*, 48(5), 523-530.
- Hamline, M., Speier, R., Vu, P.D., Tancredi, D., Broman, A.R., Rasmussen, L.N.,...Li, S.T. (2018). *Pediatrics*, 142(5), 1-49.

- Harris, D., Nielsen, D., Densley, A., Caldwell, M., Muhlestein, J., & Bradshaw, D. (2014). Sleep CPAP compliance \geq 4 hours per night in the CPAP utilization development from directed learning, education and supervision (CUDDLES) study. *The 28th Annual Meeting of the Associated Professional Sleep Societies: A Joint Meeting of the American Academy of Sleep Medicine and the Sleep Research Society*. 37, A119-A120.
- Heller, L., Parker, P.A., Youssef, A., & Miller, M.J. (2008). Interactive digital education aid in breast reconstruction. *Plastic and Reconstructive Surgery*, 122(3), 717–724. <https://doi.org/https://dx.doi.org/10.1097/PRS.0b013e318180ed06>
- Heneghan, K., Sachdeva, A.,...Davis, E. (Oct. 15-17, 2009). Surgical skills patient education program. *Cancer Education Conference Proceedings: Cancer Patient Education Network, American Association for Cancer Education, European Association of Cancer Education*.
- Hesso, I., Gebara, S., & Kayyali, R. (2016). Impact of community pharmacists in COPD management: Inhalation technique and medication adherence. *Respiratory Medicine*, 118, 22-30.
- Hibbard, J.H. (2017). Patient activation and the use of information to support informed health decisions. *Patient Education and Counseling*, 100, 5-7.
- Hill, B., Perri-Moore, S., Kuang, J., Bray, B., Ngo, L., Doig, A., & Zeng-Treitler, Q. (2016). Automated pictographic illustration of discharge instructions with Glyph: Impact on patient recall and satisfaction. *Journal of the American Medical Informatics Association*, 23(6), 1136-1142.
- Hill, M., Miller, N., Degeest, S., Group, A., Materson, B., Black, H., Izzo, J., Oparil, S., & Weber, M. (2011). Adherence and persistence with taking medication to control high blood pressure. *Journal of the American Society of Hypertension*. 5(1), 56-63.
- Hill, S., & Kavookjian, J. (2012). Motivational interviewing as a behavioral intervention to increase HAART adherence in patients who are HIV-positive: A systematic review of the literature, *AIDS Care - Psychological and Socio-Medical Aspects of AIDS/HIV*, 24(5), 583-592.
- Hill-Briggs, F., Schumann, K.P., & Dike, O. (2012). Five-step methodology for evaluation and adaptation of print patient health information to meet the < 5th grade readability criterion. *Medical Care*, 50(4), 294-301.
- Hoffman, A., Lowenstein, L., Kamath, G., Housten, A., Leal, V., Linder, S., Jibaja-Weiss, M., Raju, G., & Volk, R. (2017). An entertainment-education colorectal cancer screening decision aid for African American patients: A randomized controlled trial. *Cancer*, 123(8), 1401-1408.
- Howe, C.J., Cipher, D.J., LeFlore, J., & Lipman, T.H. (2015). Parent health literacy and communication with diabetes educators in a pediatric diabetes clinic: A mixed methods approach. *Journal of Health Communications*, 20, 50-59.
- Huda, W., Hudani, Z., Sahr, W., Mercer, K., & Grindrod, K. (2016). A systematic review of interventions to improve medication information for low health literate populations. *Science Direct: Research in Social and Administrative Pharmacy*, 12, 830-864.

I

Ingadottir, B., Blondal, K., Jaarsma, T., & Thylen, I. (2016). Perceptions about traditional and novel methods to learn about postoperative pain management: A qualitative study. *Journal of Advanced Nursing*, 72(11), 2672-2683.

Institute of Medicine Roundtable on Value & Science-Driven Health Care. (2014). Discussion Paper. Patients and health care teams forging effective partnerships. <https://nam.edu/perspectives-2014-patients-and-health-care-teams-forging-effective-partnerships/>

J

Jafari, J., Karimi, H.M., Zary, N., & Masiello, I. (2016). Exploring educational needs and design aspects of internet-enabled patient education for persons with diabetes: A qualitative interview study. *BMJ* 6(10), e013282.

Johansson, K., Nuutila, L., Virtanen, H., Katajisto, J., & Salantera, S. (2005). Preoperative education for orthopedic patients: Systematic review. *Journal of Advanced Nursing*, 50(2), 212-223.

Johnson, A., & Sanford, J. (2005). Written and verbal information versus verbal information only for patients being discharged from acute hospital settings to home: A systematic review. *Health Education Research*, 20(4), 423-429.

Jones, G.B. (2015). *Older persons' experiences of hospital patient education and self-management of their chronic diseases once discharged home* [Doctoral dissertation, Texas Woman's University]. Repository at TWU. <http://hdl.handle.net/11274/9995>

Jordan, J., Buchbinder, R., & Osborne, R. (2010) Conceptualising health literacy from the patient perspective, *Patient Education and Counseling*, 79(1), 36-42.

K

Kakinuma, A., Nagatani, H., Otake, H., Mizuno, J., & Nakata, Y. (2011). The effects of short interactive animation video information on pre-anesthetic anxiety, knowledge, and interview time: A randomized controlled trial. *Anesth Analg*, 112(6), 1314-1318.

Kakudate, N., Morita, M., Fukuhara, S., Sugai, M., Nagayama, M., Kawanami, M., & Chiba, I. (2010). Application of self-efficacy theory in dental clinical practice. *Oral Diseases*, 16, 747-752. <https://doi:10.1111/j.1601-0825.2010.01703>.

Kambhampati, S., Ashvetiya, T., Stone, N., Blumenthal, R., & Martin S. (2016). Shared decision-making and patient empowerment in preventive cardiology. *Current Cardiology Reports*, 18(49), 1-7.

Kane, S., & Robinson, A. (2010). Understanding adherence to medication in ulcerative colitis - Innovative thinking and evolving concepts. *Alimentary Pharmacology and Therapeutics*, 32(9), 1051-1058.

- Kealey, G.P., Dhungel, V., Wideroff, M.J., Liao, J., Choi, K., Skeet, D.A. & Pitcher, G. (2015). Patient education and recall regarding post splenectomy immunizations. *Journal of Surgical Research*, 199, 580-585.
- Kelo, M., Martikainen, M., & Eriksson, E. (2011). Self-care of school-age children with diabetes: An integrative review. *Journal of Advanced Nursing*, 67(10), 2096-2108.
- Kemp, E.C., Floyd, M.R., McCord-Duncan, E., & Lang, F. (2008). Patients prefer the methods of “tell back collaborative inquiry” to assess understanding of medical information. *Journal of American Board of Family Medicine*. 21(1), 24-30.
- Khazaeipour, Z. (2016). Effective teaching strategies for patient education in individuals with spinal cord injury in Iran. *Archives of Neuroscience*, 3(1). <https://doi: 10.5812/archneurosci.28211>
- Kheirn, N., Awaisu, A., Radoui, A., El Badawi, A., Jean, L., & Dowse, R. (2014). Development and evaluation of pictograms on medication labels for patients with limited literacy skills in a culturally diverse multiethnic population. *Research in Social and Administrative Pharmacy*, 10 (5), 720-730.
- Kivela, K., Elo, S., Kyngas, H., & Kaariainen, M. (2014). The effects of health coaching on adult patients with chronic disease: A systematic review. *Patient Education and Counseling*, 97, 147-157.
- Kleinman, A., Eisenberg, L., & Good, B. (1978). Culture, illness, and care: Clinical lessons from anthropologic and cross-cultural research. *Annals of Internal Medicine*, 88(2), 251-258.
- Knier, S., Stichler, J., Ferber, L., & Catterall, K. (2015). Patients’ perceptions of the quality of discharge teaching and readiness for discharge. *Rehabilitation Nursing: The Official Journal of the Association of Rehabilitation Nurses*, 40(1), 30-39.
- Knox, C., Hampp, C., Willy, M., Winterstein, A., & Dal Pan, G. (2015). Patient understanding of drug risks: An evaluation of medication guide assessments. *Pharmacoepidemiology and Drug Safety*, 24, 518-525.
- Kraschnewski, J.L., Chuang, C.H., Poole, E.S., Peyton, T., Blubaugh, I., Pauli, J.,...Reddy, M. (2014). Paging “Dr. Google”: Does technology fill the gap created by the prenatal care visit structure? Qualitative focus group study with pregnant women. *Journal of Medical Internet Research*, 16(6). <http://jmir.org/2014/6/e147>.
- Kripalani, S., Bengtzen, R., Henderson, L.E., & Jacobson, T.A. (2008). Clinical research in low-literacy populations: Using teach-back to assess comprehension of informed consent and privacy information. *IRB: Ethics & Human Research*. March-April, 13-19.
- Kuntz, J., Safford, M., Singh, J., Phansalkar, S., Slight, S., Her, Q.L., Lapointe, N.A., Mathews, R., O’Brien, E., Brinkman, W.B., Hommel, K., Farmer, K.C., Maniam, N., Sobko, H.J., Bailey, S.C., Cho, I., Rumpitz, M.H., Vandermeer, M.L., & Hornbrook, M.C. (2014). Patient-centered interventions to improve medication management and adherence: A qualitative review of the research findings. *Patient Education and Counseling*, 97, 310-326.

L

- Laslett, L., Lynch, J., Sullivan, T., & McNeil, J. (2011). Osteoporosis education improves osteoporosis knowledge and dietary calcium: Comparison of a 4-week and a one-session education course. *International Journal of Rheumatic Diseases, 14*(3), 239-247.
- LeBlanc, A., Herrin, J., Williams, M., Inselman, J.W., Branda, M.E., Shah, N.D.,...Montori, V.M. (2015) Shared decision making for antidepressants in primary care: a cluster randomized trial. *JAMA Internal Medicine. 175*(11), 1761-1770.
- Lipke, B., Gilbert, G., Shimer, H., Consenstein, L., Aris, C., Ponto, L., Lafaver, S., & Kowal, C. (2018). Newborn safety bundle to prevent falls and promote safe sleep. *The American Journal of Maternal Child Nursing, 43*(1), 32-37.
- Lo, S., Hayter, M., Hsu, M., Lin, S., & Lin, S. (2010). The effectiveness of multimedia learning education programs on knowledge, anxiety and pressure garment compliance in patients undergoing burns rehabilitation in Taiwan: An experimental study. *Journal of Clinical Nursing, 19*(1), 129-137.
- Logsdon, M., Davis, D., Eckert, D., Smith, F., Stikes, R., Rushton, J., Myers, J., Capps J., & Sparks, K. (2015). Feasibility of two educational methods for teaching new mothers: A pilot study. *Interactive Journal of Medical Research, 4*(4), e20.
- London, F. (2016). No time to teach: *The essence of patient and family education for health care providers*. Pritchett & Hull Associates, Inc.
- Lopez, L.M., Hiller, J.E., & Grimes, D.A. (2010). Postpartum education for contraception: A systematic review. *Obstetrical and Gynecological Survey, 65*(5), 325-331.
- Lorig, K., Ritter, P.L., Moreland, C., Laurent, D.D. (2015). Can a box of mailed materials achieve the triple aims of health care? The mailed chronic disease self-management tool kit study. *Health Promot Pract. 16*(5), 765-774. [https://doi: 10.1177/1524839915571633](https://doi.org/10.1177/1524839915571633).
- Low, J. K., Williams, A., Manias, E., & Crawford, K. (2015). Interventions to improve medication adherence in adult kidney transplant recipients: A systematic review. *Nephrology Dialysis Transplantation, 30*(5), 752-761. <https://doi.org/10.1093/ndt/gfu204>
- Lundahl, B., Moleni, T., Burke, B., Butters, R., Tollefson, D., Butler, C., & Rollnick, S. (2013). Motivational interviewing in medical care settings: A systematic review and meta-analysis of randomized controlled trials. *Patient Education and Counseling, 93*(2), 157-168.

M

- Mackert, M., Ball, J., & Lopez, N. (2011). Health literacy awareness training for healthcare workers: Improving knowledge and intentions to use clear communication techniques, *Patient Education and Counseling, 85*(3), e225-e228.

- Madden, M., Tomsik, P., Terchak, J., Navacruz, L., Reichsman, A., Clark, T.C., Cella, P., Weirich, S.A., Munson, M.R., & Werner, J.J. (2011). Keys to successful diabetes self-management for uninsured patients: Social support, observational learning, and turning points: A safety net providers' strategic alliance study. *Journal of the National Medical Association, 103* (3), 257-264.
- Maikranz, V., Siebenhofer, A., Ulrich, L., Mergenthal, K., Schulz-Rothe, S., Kemperdick, B., Rauck, S., Pregartner, G., Berghold, A., Gerlach, F., & Petersen, J.J. (2017). Does a complex intervention increase patient knowledge about oral anticoagulation? A cluster-randomised controlled trial. *BMC Family Practice, 18*(1), 15. <https://doi.org/10.1186/s12875-017-0588-2>
- Malcolm, G. (2012). Re-engineered discharge cuts readmissions. *Hospital Case Management, 20*(5), 70-75. [https://advance-lexis-com.proxy.lib.ohio-state.edu/api/document?collection=news&id=urn:contentItem:55DV-XTW1-JBDY-02BG-00000-00&context=1516831](https://advance.lexis-com.proxy.lib.ohio-state.edu/api/document?collection=news&id=urn:contentItem:55DV-XTW1-JBDY-02BG-00000-00&context=1516831)
- Marcus, C. (2014). Strategies for improving the quality of verbal patient and family education: A review of the literature and creation of the EDUCATE model. *Health Psychology & Behavioural Medicine, 2*(1), 482-495.
- Marini, B.L., Funk, K., Kraft, M.D., Fong, J.M., Naanos, R., Stout, S.M., & Wagner, D. (2014). The effects of an informational video on patient knowledge, satisfaction and compliance with venous thromboembolism prophylaxis: A pilot study. *Patient Education and Counseling, 96*, 264-267.
- Martinez-Rico, S., Lizaur-Utrilla, A., Sebastia-Forcada, E., Vizcaya-Moreno, M.F. & de Juan-Herrero, J. (2018). The impact of a phone assistance nursing program on adherence to home exercises and final outcomes in patients who underwent shoulder instability surgery A randomized controlled study. *Orthopaedic Nursing, 37*(6). 372-378.
- Matsuyama, R., Wilson-Genderson, M., Kuhn, L., Moghanaki, D., Vachhani, H., & Paasche-Orlow, M. (2011). Education level, not health literacy, associated with information needs for patients with cancer. *Patient Education and Counseling, 85*(3), e229-e236.
- Matti, A., Keane, M., McCarl, H., Klaer, P., & Chen, C. (2010). Patients' knowledge and perception on optic neuritis management before and after an information session. *BMC Ophthalmology, 10*(7). <https://doi.org/10.1186/1471-2415-10-7>.
- Mavri, A., Ostasevski, F.N., Kramaric, A., & Kosmelj, K. (2015). New educational approach for patients on warfarin improves knowledge and therapy control. *Wiener Klinische Wochenschrift, 127*(11-12), 472-476.
- McCormack, L., Lefebvre, R.C., Bann, C., Taylor, O., & Rausch, P. (2016) Consumer understanding, preferences, and responses to different versions of drug safety messages in the United States: a randomized controlled trial. *Drug Safety, 39*(2), 171-184.
- Meng, W., Woodrck, N.M., Arora, V.M., Farnan, J.M., & Press, V.G. (2017). Developing a virtual teach-to-goal: Inhaler technique learning module: A mixed methods approach. *Journal of Allergy and Clinical Immunology: In Practice, 5*(6), 1728-1736. <https://doi.org/10.1016/j.jaip.2017.04.032>
- Mersal, F., Mahday, N., & Mersal, N. (2012). Efficiency of web-based education versus counseling on diabetic patients' outcomes. *Life Science Journal-Acta Zhengzhou University Overseas Edition, 9*(3), 912-926.

Mikkonen, I., & Hynynen, M. (2012). Health care professionals' views about supporting patients' self-management. *Health Education, 112*(5), 396-405.

Miller, D.P., Weaver, K., Case, D., Babcock, D.P., Lawler, D., Denizard-Thompson, N., Pignone, M.P., & Spangler, J.G. (2016). Usability of a novel mhealth ipad application by vulnerable populations. *JMIR Mhealth Uhealth, 5*(4) e43.

Mirk, S. & Wegrzyn, N. (2017). Apps for Health-Related Education in Pharmacy Practice: Needs Assessment Survey Among Patients Within a Large Metropolitan Area. *JMIR Research Protocols, 6*(7), e133.

Mohamadirizi, S., Fahami, F., & Bahadoran, P. (2014). Iranian comparison of the effect of multimedia and illustrated booklet educational methods on women's knowledge of prenatal care. *Journal of Nursing and Midwifery Research, 19*(2), 127-131.

Morris, N., MacLean, C., & Littenberg, B. (2013). Change in health literacy over 2 years in older adults with diabetes. *The Diabetes Educator, 39*(5), 638-646.

Myers, J., & Pellino, T. (2009). Developing new ways to address learning needs of adult abdominal organ transplant recipients. *Progress in transplantation, 19*(2), 160-166.

N

Naik, A., Teal, C., Rodriguez, E., & Haidet, P. (2011). Knowing the ABCs: A comparative effectiveness study of two methods of diabetes education. *Patient Education and Counseling, 85*(3), 383-389.

National Institutes of Health. Clear Communication. www.nih.gov/clear-communication

Navidian, A., Mobaraki, H., & Shakiba, M. (2017). The effect of education through motivational interviewing compared with conventional education on self-care behaviors in heart failure patients with depression. *Patient Education and Counseling, 100*(8), 1499-1504.

Nelda, N. (2010). Teaching so they hear: Using a co-created diabetes self-management education approach. *Journal of the American Academy of Nurse Practitioners, 22*, 316-325.

Neto, B., Jennings, F., Ohashi, C., Silva, P., & Natour, J. (2009). Evaluation of the efficacy of an educational program for rheumatoid arthritis patients. *Clinical and Experimental Rheumatology, 27*(1), 28-34.

Neuenschwander L., Abbott, A., & Mobley, A.R. (2013). Comparison of a web-based versus in-person nutrition education program for low-income adults. *Journal of the Academy of Nutrition and Dietetics 113*(1), 120-126. <https://doi.org/10.1016/j.jand.2012.07.034>

Newall, F., Johnston, L., & Monagle, P. (2008). Optimising anticoagulant education in the paediatric setting using a validated model of education. *Patient Education & Counseling, 73*(2), 384-388.

Niedermann K., Buchi S., Ciurea A., Kubli, R., Steurer-Stey, C., Villiger, P.M., & De Bie, R.A. (2012). Six and 12 months' effects of individual joint protection education in people with rheumatoid arthritis: A randomized controlled trial. *Scandinavian Journal of Occupational Therapy, 19*(4), 360-369.

Nikolaus, S., Schreiber, S., Siegmund, B., Bokemeyer, B., Bastlein, E., Bachmann, O., Gorlich, D.,... Kruis, W. (2017). Patient education to improve adherence in ulcerative colitis: Influence of demographics and clinical parameters on non-adherence. *Journal of Crohn's and Colitis*, 1052-1062.

Noeres, D., Von Garmissen, A., Neises, M., & Geyer, S. (2011). Differences in illness-related knowledge of breast cancer patients according to their involvement in self-help groups. *Journal of Psychosomatic Obstetrics and Gynecology*, 32(3), 147-153.

O

O'Brien, F., McKee, G., Mooney, M., O'Donnell, S., & Moser, D. (2014). Improving knowledge, attitudes and beliefs about acute coronary syndrome through an individualized educational intervention: a randomized controlled trial. *Patient Education & Counseling*, 96(2) 179-187.

Odegard, P., Carpinito, G., & Christensen, D. (2013). Medication adherence program: Adherence challenges and interventions in type 2 diabetes. *Journal of the American Pharmacists Association*, 53(3), 267-272.

Okeke, C.O., Quigley, H.A., Jampel, H.D., Ying, G.S., Plyler, R.J., Jiang, Y., & Friedman, D.S. (2009). Interventions improve poor adherence with once daily glaucoma medications in electronically monitored patients. *Ophthalmology*, 116(12), 2286–2293. <https://doi.org/10.1016/j.ophtha.2009.05.026>

Omran, D., Guirguis, L., & Simpson, S. (2012) Systematic review of pharmacist interventions to improve adherence to oral antidiabetic medications in people with type 2 diabetes. *Canadian Journal of Diabetes*. 36, 292-299.

Osborne, H. (2018). *Health Literacy from A to Z: Practical ways to communicate your health message*. (2nd ed.). Aviva Publishing.

P

Paich, K., Dunn, R., Skolarus, T., Montie, J., Hollenbeck, B., Palpattu, G., & Wittman, D. (2016). Preparing patients and partners for recovery from the side effects of prostate cancer surgery: A group approach. *Urology*, 88, 36-42.

Palacio, A.M., Kirolos, I. & Tamariz, L. (2015). Patient values and preferences when choosing anticoagulants. *Patient Preference and Adherence*, 9, 133-138. <https://doi:10.2147/PPA.S64295>

Pals-Regitze, A.S., Olesen, K., Willaing, I. (2016). What does theory-driven evaluation add to the analysis of self-reported outcomes of diabetes education? A comparative realist evaluation of a participatory patient education approach. *Patient Education and Counseling*, 99, 995-1001.

Parnell, T.A. (2015). *Health Literacy in Nursing*. Springer Publishing Company.

Peter, D., Robinson, P., Jordan, M., Lawrence, S., Casey, K., & Salas-Lopez, D., (2015). Reducing readmissions using teach-back. *Journal of Nursing Administration*, 45(1), 35-42.

Pinnock, H. (2015). Supported self-management for asthma. *Breathe*, 11(2), 99-110.

Pitts, A., Faucher, M.A., & Spencer, R. (2015). Incorporating breastfeeding education into prenatal care. *Breastfeeding Medicine*, 10(2), 118-123. <https://doi.org/10.1089/bfm.2014.0034>

Plain Language Action and Information Network (PLAIN). United States of America Government. <https://www.plainlanguage.gov/>

Portnoy, D., Roter, D., & Erby, L. (2010). The role of numeracy on client knowledge in BRCA genetic counseling. *Patient Education and Counseling*, 81(1), 131-136.

Press, V., Arora, V., Shah, L., Lewis, S., Charbeneau, J., Naureckas, E., & Krishnan, J. (2012). Comparative effectiveness of hospital-based educational interventions for patients with COPD or asthma. *Journal of General Internal Medicine*, 27, S144-S145.

Q

Qi, B., Resnick, B., Smeltzer, S., & Bausell, B. (2011). Self-efficacy program to prevent osteoporosis among Chinese immigrants. *Nursing Research*, 60(6), 393-404.

R

Radhakrishnan, K. (2012). The efficacy of tailored interventions for self-management outcomes of type 2 diabetes, hypertension or heart disease: A systematic review. *Journal of Advanced Nursing*, 68(3), 496-510.

Rafii, F., Shahpoorian, F., Azarbaad, M. (2008). The reality of learning self-care needs during hospitalization: patients' and nurses' perceptions. *Self-Care, Dependent-Care & Nursing*, 16(2), 34-39.

Ranjita Misra, R., Lambert, L., Vera, D., Mangaraj, A., Khanna, S.R., & Sen, C.K. (April 17-20, 2010). Assessing Adult Learning Preference for Successful Wound Care in a Comprehensive Wound Center. *10th Annual Meeting of the Wound Healing Society SAWC/WHS Joint Meeting*. Gaylord Palms Hotel and Convention Center, Orlando, FL.

Rikard, R., Thompson, M., Head, R., McNeil, C., & White, C. (2012). Problem posing and cultural tailoring: Developing an HIV/AIDS health literacy toolkit with the African American community. *Health Promotion Practice*, 13(5), 626-636.

Ring, N., Jepson, R., Pinnock, H., Wilson, C., Hoskins, G., Wyke, S., & Sheikh, A. (2012). Developing novel evidence-based interventions to promote asthma action plan use: A cross-study synthesis of evidence from randomized controlled trials and qualitative studies. *Trials*, 13, 216.

Risendal, B., Dwyer, A., Seidel, R., Lorig, K., Katzenmeyer, C., Coombs, L., Kellar-Guenther, W.L., Franco, A., & Ory, M. (2014). Adaptation of the chronic disease self-management program for cancer survivors: Feasibility, acceptability, and lessons for implementation. *Journal Cancer of Education*, 29, 762-771.

- Ritter, P.L., Lorig, K. (2014). The English and Spanish self-efficacy to manage chronic disease scale measures were validated using multiple studies. *Journal of Clinical Epidemiology*, 67(11), 1265-1273.
- Rodgers, C.C., Stegenga, K., Withycombe, J.S., Sachse, K., & Kelly, K.P. (2016). Processing information after a child's cancer diagnosis--how parents learn: A report from the children's oncology group. *Journal of Pediatric Oncology Nursing*, 33(6), 447-459.
- Rollnick, S., Miller, W.R., & Butler, C.C. (2008). *Motivational Interviewing in Health Care: Helping Patients Change Behavior*. The Guilford Press.
- Rosas, L., Trujillo, C., Camacho, J., Madrigal, D., Bradman, A., & Eskenazi, B. (2014). Acceptability of health information technology aimed at environmental health education in a prenatal clinic. *Patient Education and Counseling*, 97(2), 244-247.
- Rosdahl, J.A., Swamy, L., Stinnett, S., & Muir, K.W. (2014). Patient education preferences in ophthalmic care. *Patient Preference and Adherence*, 8, 565-574.
- Rosenfeld, L., Rudd, R., Emmons, K., Acevedo-García, D., Martin, L., & Buka, S. (2011). Beyond reading alone: The relationship between aural literacy and asthma management. *Patient Education and Counseling*, 82(1), 110-116.
- Rushton, M., Howarth, M., Grant, M.J., & Astin, F. (2017). Person-centered discharge instruction following coronary artery bypass graft: A critical review. *Journal of Clinical Nursing*, 2(5), S206-S215.
- Ryan, L., Logsdon, M., McGill, S., Stikes, R., Senior, B., Helinger, B., Small, B., & Davis, D. (2014). Evaluation of printed health education materials for use by low-education families. *Journal of Nursing Scholarship*, 46 (4), 218-228.

S

- Sahyouni, R., Mahmoodi, A., Mahmoodi, A., Huang, M., Tran, D.K., & Chen, J.W. (2017). Interactive eBooks in educating patients and their families about head injury regardless of age. *Clinical Neurology and Neurosurgery*, 156, 41-47. <https://doi.org/10.1016/j.clineuro.2017.03.003>
- Saint, S., Harrod, M., Fowler, K., & Houchens, N. (2017). How exemplary teaching physicians interact with hospitalized patients. *Journal of Hospital Medicine*, 12(12), 974-978.
- Salzwedel, C., Petersen, C., Blanc, I., Koch, U., Goetz, A.E, & Schuster, M. (2008). The effect of detailed, video-assisted anesthesia risk education on patient anxiety and the duration of the pre-anesthetic interview: A randomized controlled trial. *Anesthesia & Analgesia*, 106(1), 202-209. <http://doi.org/10.1213/01.ane.0000287665.96156.72>.
- Samuels-Kalow, M.E., Stack, A.M., & Porter, S.C. (2013). Parental language and dosing errors after discharge from the pediatric emergency department. *Pediatric Emergency Care*, 29(9), 1-12.
- Sander, I.M., Liepert, T.T., Doney, E.L., Leevy, W.M., & Liepert, D.R. (2017). Patient education for endoscopic sinus surgery: Preliminary experiences using 3-D printed clinical imaging data. *Journal of Functional Biomaterials*, 8(13). <https://doi:3390/jfb8020013>

- Savage, K., Arif, S., Smoke, M., & Farrell, T. (2015). Patient education in radiation therapy: To teach or not to teach—that is the question? *Journal of Medical Imaging and Radiation Sciences*, 46(S1), S2-S30.
- Schafer, J.J., Naples, J.G., Pizzi, L.T., & DeSimone Jr., J.A. (2015). The effects of a pharmacist-delivered patient education programme on retention in human immunodeficiency virus care: A pilot study. *Journal of Pharmaceutical Health Services Research*, 6(2), 83-89.
- Schapira, M.M., Swartz, S., Ganschow, P.S., Neuner, J., & Fletcher, K. (2015). Is tailoring to health literacy or numeracy effective? Results of a systematic review. *Journal of General Internal Medicine*, 30, S199–S200.
- Schillinger, D., Hammer, H., Wang, F., Palacios, J., McLean, I., Tang, A., Youmans, S., & Handley, M. (2008). Seeing in 3-D: Examining the reach of diabetes self-management support strategies in a public health care system. *Health Education and Behavior*, 35(5), 664-682.
- Schenker, Y., Fernandez, A., Sudore, R., & Schillinger, D. (2011). Interventions to improve patient comprehension in informed consent for medical and surgical procedures: A systematic review. *Medical Decision Making : An International Journal of the Society for Medical Decision Making*, 31(1), 151-173. <https://doi.org/https://dx.doi.org/10.1177/0272989X10364247>
- Schooley, B., San Nicolas-Rocca, T., & Burkhard, R. (2015). Patient-provider communications in outpatient clinic settings: A clinic-based evaluation of mobile device and multimedia mediated communications for patient education. *JMIR mHealth uHealth*, 3(1), e2 <http://doi:10.2196/mhealth.3732T23>.
- Schottenfeld, L., Petersen, D., Peikes, D., Ricciardi, R., Burak, H., McNellis, R., & Genevro, J. (2016). Creating Patient-Centered Team-Based Primary Care. Agency for Healthcare Research and Quality Pub. No.16-0002-EF. Rockville, MD.
- Send, A., Haefeli, W., & Seidling, H. (2015). Long-term effect of an individualised medication plan with drug administration recommendations on the patients' drug knowledge. *European Journal of Hospital Pharmacy*, 22, A90.
- Sepucha, K., Atlas, S.J., Chang, Y., Dorrwachter, J., Freiberg, A., Mangla, M.,...Cha, T. (2017). Patient decision aids improve decision quality and patient experience and reduce surgical rates in routine orthopaedic care: A prospective cohort. *Journal of Bone & Joint Surgery, American*, 99(15), 1253-1260.
- Sheikh, H., Brezar, A., Szownek, A., Yau, L., & Calder, L. (2018). Patient understanding of discharge instructions in the emergency department: Do different patients need different approaches? *International Journal of Emergency Medicine*, 11(5), <https://doi.org/10.1186/s12245-018-0164-0>.
- Sheridan, S., Draeger, L., Pignone, M., Rimer, B., Bangdiwala, S., Cai, J., Gizlice, Z., Keyserling, T., & Simpson, R. (2014). The effect of a decision aid intervention on decision making about coronary heart disease risk reduction: Secondary analyses of a randomized trial. *BMC Medical Informatics and Decision Making*. 14(14).
- Shetty, F., & Gupta, R. (2013). Improved MDI inhaler technique observed in adult asthma patients with Web based education. *European Respiratory Journal*, 42.
- Skelton, S.L., Waterman, A.D., Davis, L.A., Peipert, J.D. & Fish, A.F. (2015). Apply best practices to designing patient education for patients with end-stage renal disease pursuing kidney transplant. *Progress in Transplantation*, 25(1), 77-84.

- Sleath, B., Blalock, S., Carpenter, D., Sayner, R., Muir, K., Slota, C., Lawrence, S., Giangiacomo, A., Hartnett, M., Tudor, G., Goldsmith, J., & Robin, A. (2015). Ophthalmologist-patient communication, self-efficacy, and glaucoma medication adherence. *Ophthalmology*, 122 (4), 748-754.
- Slyer, J., & Ferrara, L. (2013). The effectiveness of group visits for patients with heart failure on knowledge, quality of life, self-care, and readmissions: a systematic review. *JBI Database of Systematic Reviews & Implementation Reports*, 11(7), 58-81.
- Smith, M., & Wallace, L. (2013). Reducing drug self-injection errors: A randomized trial comparing a "standard" versus "plain language" version of patient Instructions for Use. *Research in Social and Administrative Pharmacy*, 9(5), 621-625.
- Sofaer, S., & Schumann, M.J. (2013). Fostering successful patient and family engagement: Nursing's critical role. Nursing Alliance for Quality Care (NAQC) White Paper.
- Sookhoo, D., Pellowe, C., & Derham, C. (2013). The experiences of heart failure patients following their participation in self-management patient education programmes: A systematic review. *JBI Database of Systematic Reviews & Implementation Reports*, 11(2), 236-280.
- Sorrell, J.T., McNeil, D.W., Gochenour, L.L., & Jackson, C.R. (2009) Evidence based patient education: Knowledge transfer to endodontic patients. *Journal of Dental Education*, 73(11), 1293-305.
- Srisuk, N., Cameron, J., Ski, C., & Thompson, D. (2017). Randomized controlled trial of family-based education for patients with heart failure and their caregivers. *Journal of Advanced Nursing*, 73(4), 857-870.
- Stewart-Lord, A., Brown, M., Noor, S., Cook, J., & Jallow, O. (2016). The utilisation of virtual images in patient information giving sessions for prostate cancer patients prior to radiotherapy. *Radiography*, 22(4), 269-273.
- Stratis Health Rural Quality Improvement Technical Assistance. (2017). A study of HCAHPS best practices in high performing critical access hospitals. <https://www.ruralcenter.org/resource-library/study-of-hcahps-best-practices-in-high-performing-cahs>
- Sudore, L.R., & Schillinger, D. (2009). Interventions to improve care for patients with limited health literacy. *Journal of Clinical Outcomes Management*, 16(1), 20-29. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-61449250748&partnerID=40&md5=4f938747e87edfa9694f41701e2c9dde>
- Suhling, H., Rademacher, J., Zinowsky, I., Fuge, J., Greer, M., Warnecke, G., Smits, J., Bertram, A., Haverich, A., Welte, T., & Gottlieb, J. (2014). Conventional vs. tablet computer-based patient education following lung transplantation: A randomized controlled trial. *PLoS ONE*, 9(6), e90828.
- Sunaert, P., Vandekerckhove, M., Bastiaens, H., Feyen, L., Vanden Bussche, P., De Maeseneer, J., De Sutter, A., & Willems, S. (2011). Why do GPs hesitate to refer diabetes patients to a self-management education program: A qualitative study. *BMC Family Practice*, 12(1), 94-104. <http://www.biomedcentral.com/1471-2296/12/94>.
- Svarstad, B., Kotchen, J., Shireman, T., Brown, R., Crawford, S., Mount, J., Palmer, P., Vivian, E., & Wilson, D. (2013). Improving refill adherence and hypertension control in black patients: Wisconsin TEAM trial. *Journal of the American Pharmacists Association*, 53(5), 520-529.

T

Tait, A.R., Voepel-Lewis, T., Chetcuti, S.J., Brennan-Martinez, C., & Levine, R. (2014). Enhancing patient understanding of medical procedures: Evaluation of an interactive multimedia program with on-line exercises. *Int J Med Inform*, 83(5), 376-384.

Tait, A.R., Vopel-Lewis, T., Moscucci, M., Brennan-Martinez, C.M. & Levine, R. (2009). Patient comprehension of an interactive computer-based information program for cardiac catheterization: A comparison with standard information. *Archives of Internal Medicine*, 169(20), 1907-1914.

Tang, T.S., Funnell, M.M., Brown, M., & Kurlander, J. (2010). Self-management support in “real-world” settings: An empowerment-based intervention. *Patient Education and Counseling*, 79,178-184.

The Advisory Board Company. Nursing Executive Center. (2015) *The manager’s toolkit for helping frontline clinicians tap into patient’s motivation to change*. <https://www.advisory.com/research/nursing-executive-center/studies/2015/motivational-interviewing-101>

The Joint Commission. *Comprehensive Accreditation and Certification Manual for Hospitals: The Official Handbook*. Oak Brook, IL: Joint Commission Resources, 2019.

Tuong, W., Wang, A., & Armstrong, A. (2015). Comparing the effectiveness of automated online counseling to standard web-based education on improving acne knowledge: A randomized controlled trial. *American Journal of Clinical Dermatology*, 16(1), 55-60.

Twaddell, J.W. (2013). Parent education needs of infants with complex life-threatening illness illnesses. (Doctoral Dissertation). <https://libres.uncg.edu/ir/uncg/listing.aspx?id=10179>

2017 National standards for diabetes self-management education and support. (October, 2017). *Diabetes Care*, 40, 1409-1419.

V

Van Camp, Y., Huybrechts, S., Van Rompaey, B., & Elseviers, M. (2012). Nurse-led education and counseling to enhance adherence to phosphate binders. *Journal of Clinical Nursing*, 21(9-10), 1304-1313.

Van Dalem, J., Krass, I., & Aslani, P. (2012). Interventions promoting adherence to cardiovascular medicines. *International Journal of Clinical Pharmacy*, 34(2), 295-311. <https://doi.org/10.1007/s11096-012-9607-5>.

Varming, A.R., Kasper, O., & Willaing, I. (2018) Empowerment, motivation, and medical adherence (EMMA)—results of an RCT in patients with poorly regulated type 2 diabetes. *Diabetes*, 67(1), 875-P.

W

Walker, R., Gebregziabher, M., Martin-Harris, B., & Egede, L. (2014). Relationship between social determinants of health and processes and outcomes in adults with type 2 diabetes: Validation of a conceptual framework. *BMC Endocrine Disorders*, 14(82). <https://doi.org/10.1186/1472-6823-14-82>.

Wallace, A., Seligman, H., Davis, T., Schillinger, D., Arnold, C.L., Bryant-Shilliday, B., Freburger, J.K., & DeWalt, D.A. (2009). Literacy-appropriate educational materials and brief counseling improve diabetes self-management. *Patient Education and Counseling*, 75, 328-333.

Wang, L., Miller, M., Schmitt, M.R., & Wen, F.K. (2013). Assessing readability formula differences with written health information materials: Application, results, and recommendations. *Research in Social and Administrative Pharmacy*, 9, 503-516.

White, M., Garbez, R., Carroll, M., Brinker, E., & Howie-Esquivel, J. (2013). Is “teach-back” associated with knowledge retention and hospital readmission in hospitalized heart failure patients?. *The Journal of Cardiovascular Nursing*, 28(2),137-146. <https://doi.org/https://dx.doi.org/10.1097/JCN.0b013e31824987bd>

Wilson, L. (2016). The effectiveness of the nurse discharge educator on postpartum women’s perception of readiness for discharge. [Doctoral dissertation, The University of North Carolina at Charlotte].

Wilson, S.R., Park, D., Curtis, L., Cameron, K., Clayman, M., Makoul, G., vom Eigen, K., & Wolf, M. (2010). Shared treatment decision-making improves adherence and outcomes in poorly controlled asthma. *American Journal of Respiratory and Critical Care Medicine*, 181(6), 566-577.

Wolever, R.Q., Dreusicke, M., Fikkan, J., Hawkins, T.V., Yeung, S., Wakefield, J., & Skinner, E. (2010). Integrative health coaching for patients with type 2 diabetes: A randomized clinical trial. *Diabetes Educator*, 36(4), 629-639. <https://doi.org/10.1177/0145721710371523>.

Wolf, M., Davis, T., Bass, P., Curtis, L., Lindquist, L., Webb, J., Bocchini, M., Bailey, S., & Parker, R. (2010). Improving prescription drug warnings to promote patient comprehension. *Archives of Internal Medicine*, 170(1), 50-56.

Y

Yeung, D., Alvarez, K., Quinones, E., Clark, G., Oliver, G.H., Alvarez, C.A., & Jaiyeola, A.O. (2017). Low-health literacy flashcards & mobile video reinforcement to improve medication adherence in patients on oral diabetes, heart failure, and hypertension medications. *Journal of the American Pharmacists Association*, 57(1), 30-37.

Yildiz, T., Gurkan, S., Gur, O., Unsal, C., Goktas, S., & Ozen, Y. (2014). Effect of standard versus patient-targeted in-patient education on patients’ anxiety about self-care after discharge from cardiovascular surgery clinics. *Cardiovascular Journal of Africa*, 25(6), 259-264.

Yin, H.S., Gupta, R.S., Mendelsohn, A.L., Dreyer, B., van Schaick, L., Brown, C.R., Encalada, K., Sanchez, D.C., Warren, C.M., & Tomopoulos, S. (2017) Use of a low-literacy written action plan to improve parent understanding of pediatric asthma management: A randomized controlled study, *Journal of Asthma*, 54(9), 919-929.

Z

Zhang, K.M., Dindoff, K., Arnold M.O., Lane, J., & Swartzman, L.C. (2015). What matters to patients with heart failure? The influence of non-health-related goals on patient adherence to self-care management. *Patient Education and Counseling*, 98, 927-934



© Copyright 2021 HCEA. All rights reserved.
2424 American Lane • Madison, WI USA, 53704
ph: 608.441.1054 ext.163
Email: HCEAadmin@hcea-info.org