

A Program Evaluation Project: Implementation of Health Promotion Activities Using the Teach-Back Method with Micronesian Islander Community Parent Leaders

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Abstract

Background: The Teach-Back Method effectively communicates health messages across populations, including those with low health literacy. The Micronesian Islander population experiences a rate of chronic disease above the rate in the general U.S. population and has expressed a desire to learn new techniques and methods to decrease Non-Communicable Diseases (NCDs).

Local Problem: The Micronesian Islander Community Parent Leaders communicated a need to learn additional communication skills for health messaging to impact the effect of NCDs on their community. Positive health outcomes rely on patient engagement and education and family and patient promotion of self-management. The teach-back method has been used to promote these outcomes.

Methods: This project evaluated using the Teach-Back method to communicate four health promotion topics to a group of Micronesian Islander community parent leaders living in Oregon. These parent-leaders then used the Teach-Back method to communicate health promotion messages to the community they serve. Data were collected throughout the formative and summative program evaluation using surveys based on the AHRQ Teach-Back Observation Tool and the Teach-Back Confidence and Commitment Scale.

Intervention: Formative phase of the evaluation occurred after each of the four Health Promotion presentations. Summative tools were collected at baseline, the mid-point, and the end of the project. Data was analyzed throughout the project by observing trends in increased use of

the Teach-Back method's eight main features over three time points through the review of survey results and Qualtrics® reports on each survey question response.

Results: There were two questions posed in the aims of this project. One asked if the Teach-Back Method effectively presents health promotion topics for the Micronesian Islander Community Parent Leaders via a distance learning venue. The second asked if the method is acceptable to communicate health messages to the MIC Parent Leader communities. Results positively answered the two questions posed in the aims of this project. Micronesian Islander Community Parent Leaders believed that the method was important to communicate health messages and demonstrated a commitment to use the technique in their respective communities. Results revealed that program participants reported that using distance internet-based technology (Zoom) was an effective vehicle for communicating health messages and using and accepting the Teach-Back method by Micronesian Islander Community Parent Leaders to share information with their communities increasingly over three time points.

Implications: The use of the Teach-Back Method was demonstrated by a group of Micronesian Islander Community Parent Leaders who accepted and appreciated this novel communication method. Teach-Back, improved communications with community and family members. Familiarity gained from the use of internet technologies may have an impact on ability to access primary care appointments via Telehealth modalities.