

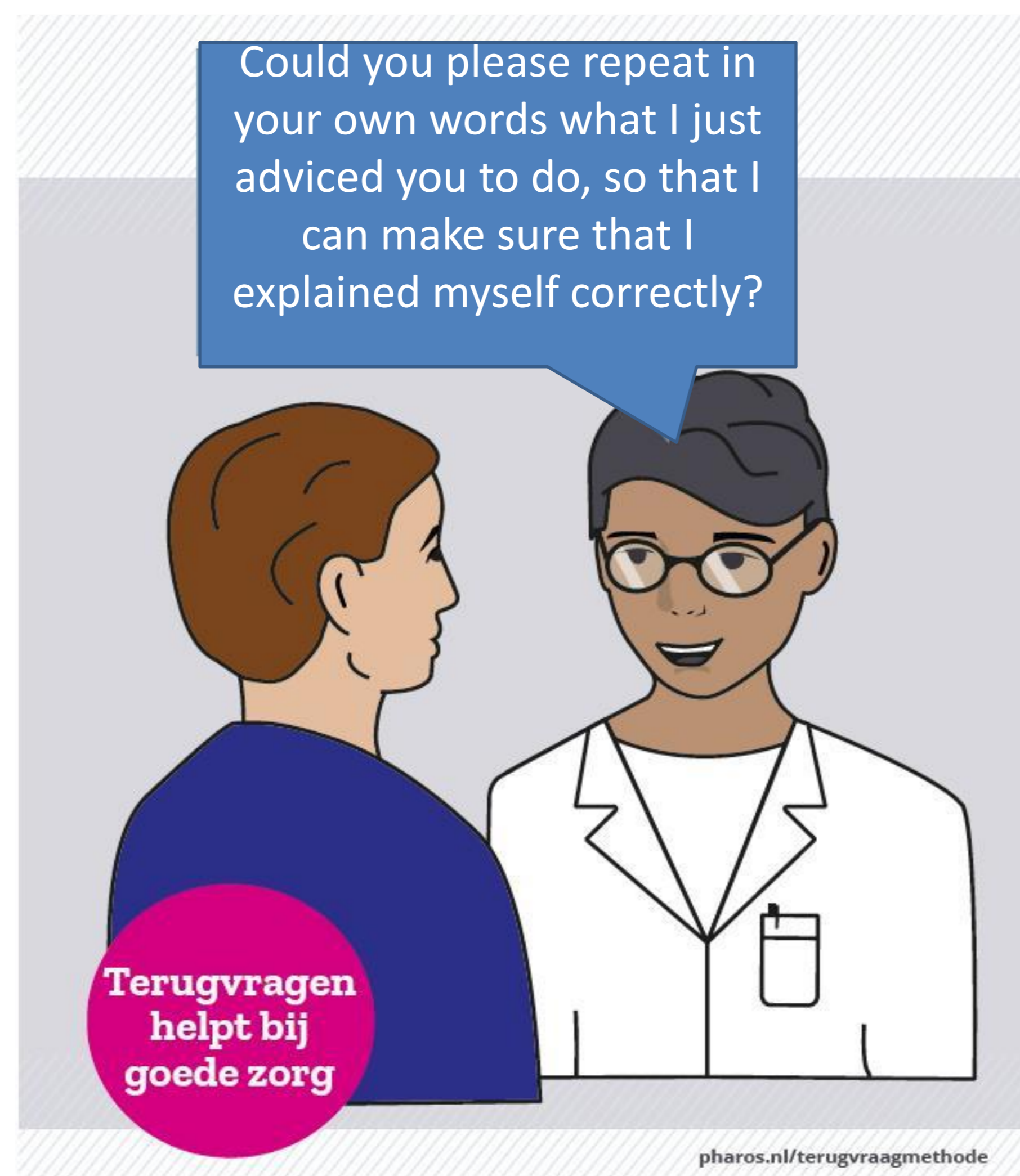
Use of the teach-back method in patient-provider communication during first dispense counseling in community pharmacies

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Background

- At first dispensing, pharmacy staff counsils patients how to use medication.
- Teach-back is effective to improve comprehension, especially for patients with limited health literacy.
- In a Living Labs in the Netherlands, Teach-back was implemented in 2 community pharmacies .
- **Aim:** to describe communication between patient and pharmacy staff during first dispense when using teach-back.



Method

- 2 community pharmacies in a low health literacy setting.
- 79 audio recorded encounters at first dispensing when using teach-back.
- Mean duration of encounter: 1:36 minutes.
- Audio recordings were transcribed verbatim.
- Analyses:
 - Quantative: content and wording of the teach-back.
 - Qualitative: how teach-back influenced patient-provider interaction.

Results

- Pharmacy staff was able to perform teach-back.
- Pharmacy staff most often discussed instructions for use with an informative information style (figure 1).
- Teach back was often formulated as closed quation (table 1).

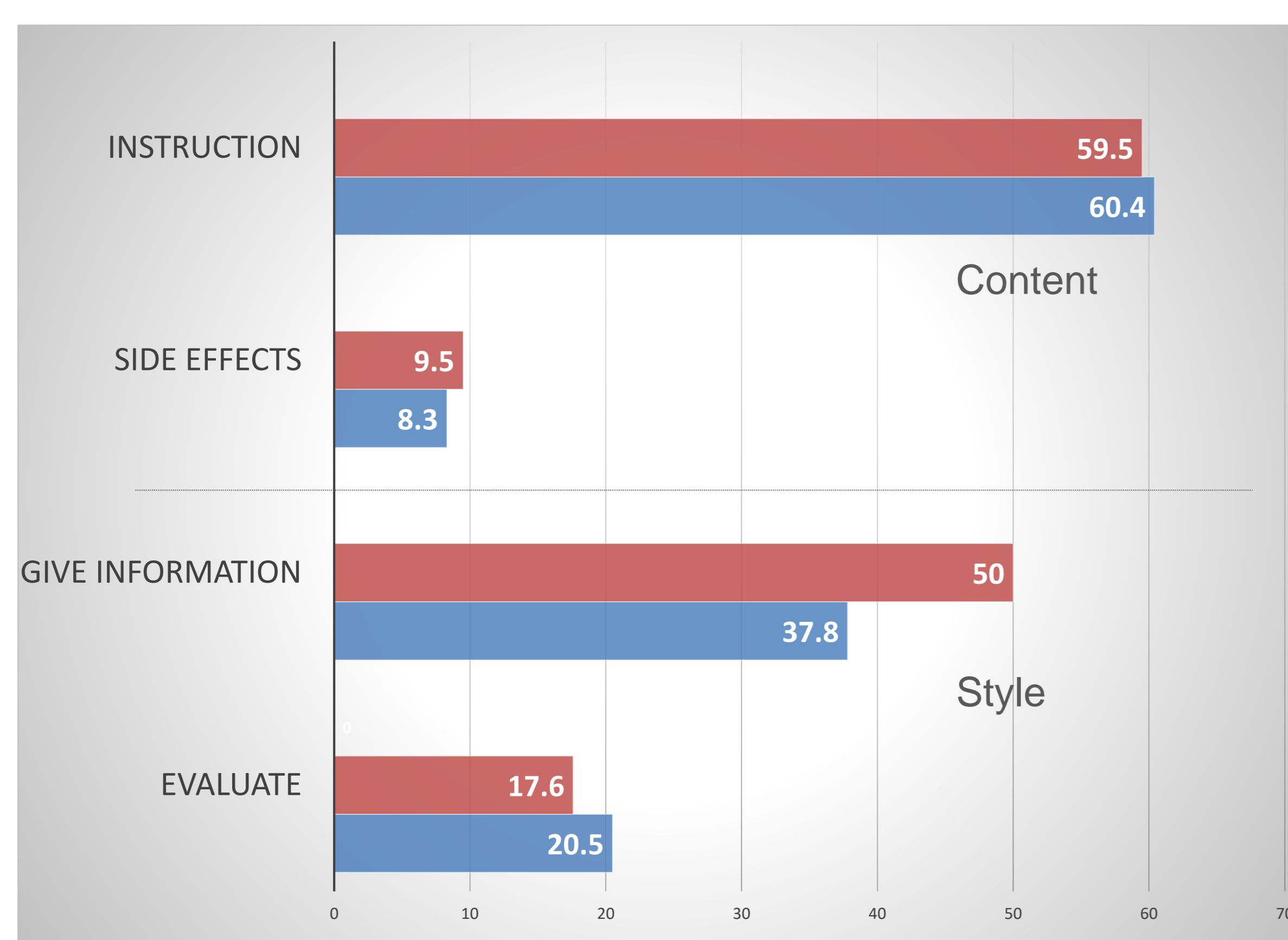


Figure 1. Content and style of communication during consultation at first dispensing for pharmacy 1 (blue) and pharmacy 2 (red).

Table 1. Frequency of how teach-back was formulated (open or closed questions) and who was suspected to be responsible for understanding the information correctly (agency).

Teach back question	Pharmacy 1 (n=39%)	Pharmacy 2 (n=33%)
Closed, agency by pharmacy staff "I would like to be sure that I explained myself correctly. Could you please repeat in your own words what I just advised you to do?"	64	64
Closed, agency neutral "Could you please repeat in your own words what I just advised you to do?"	8	12
Closed, agency patient "I would like to be sure that you understand the information. Could you please repeat in your own words what I just advised you to do?"	0	3
Open, agency by pharmacy staff "I would like to be sure that I explained myself correctly. Please, tell me in your own words, what did I advice you to do?"	18	12
Open, agency neutral "Please, tell me in your own words, what did I advice you to do?"	10	9

Conclusions

- Pharmacy staff was able to perform teach-back during consultation.
- Primary focus of pharmacy staff lay on giving instructions.
- Patients had a rather passive role.

Challenges for further research and implementation

- Sustainability of implementation in daily practice: intervention becomes routine.
- How to empower the patient in decision making in the short consultation time at the start of new medication.