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Building Health Literacy and Cultural Competency Through Video Recording Exercises

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Abstract

Video creation skills would allow pharmacists to create content tailored to their patients' needs and include relevant aspects of cultural competency to achieve the goal of improved health literacy. Video recording exercises can provide students with an opportunity to build their drug knowledge and health literacy skills.

Key Words: Video, Health Literacy, Patient education

Introduction

As patients are not experts in healthcare, their level of health literacy is variable and it can be difficult for them to remember all of the new information presented in a counseling session, in order for them to safely take their medications as prescribed. As defined in Sec. 5002 of the Patient Protection and Affordable Care Act (PPACA), 'health literacy' is the "degree to which an individual has the capacity to obtain, communicate, process, and understand health information and services in order to make appropriate health decisions." In addition to defining health literacy, the PPACA describes the need for patient education to meet a variety of levels of health literacy.¹ The influencers of health literacy have been evaluated and include several influencers, two of which are communication skills and culture.² There are numerous potential methods for delivery of patient education. One potential method is the use of video recordings.

Pharmacy video tool examples are available for free online. One example, called MedsOnCue, allows the patient to scan a quick response (QR) bar code and retrieve medication counseling via online videos on their computer or mobile device.³ MedsOnCue is appropriate for both outpatient and inpatient settings, in addition to being offered in both the English and Spanish languages. This system incorporates the American Society of Health-System Pharmacists (ASHP) patient education and counseling guidelines, FDA information on prescribing, and disease state guidelines.^{4,5} Another example of pharmacy patient counseling videos allows patient access to informational online videos specific to their medications. Kiosks in community pharmacies allow patients to watch videos while their prescription is being filled.⁶ Videos may serve to remind the patient about important information discussed in a counseling session with the pharmacist.

In this digital age, video recordings could also be expanded for health promotion. For example, educating middle and high schoolers on health risk avoidance measures is an area of unmet need. Using detailed knowledge of the negative effects of smoking and training in patient counseling, videos may be aimed to target this population and influence healthier outcomes.⁷ Given the potential for video in patient care, current and future pharmacy students may find it beneficial to gain experience making videos during their didactic education as a novel mechanism to promote their patients' health literacy.

An Example

At Manchester University College of Pharmacy, Natural & Health Sciences, we provide an educational experience for third year pharmacy students, which requires them to develop a patient counseling video on a non-prescription product for herpes simplex virus type 1. For the past 2 years, sixteen student teams, consisting of three to four students each, were formed and assigned one of sixteen specific over-the-counter medications purported online to potentially treat symptoms of the herpes simplex virus. The teams were given the creative opportunity to choose their target audience and use whatever video recording platform they wished. Video recording platforms included Prezi, PowerPoint, Animoto, and YouTube. Numerous other options for creating videos exist and students were encouraged to self-identify the video creation tool they preferred.

This educational intervention allowed students to gain practice in providing information specific to a population's level of health literacy. For example, the videos for children were substantively different than videos for adult patients or other clinicians. Examples of the targeted audiences chosen by students were: children, medical professionals, prostitutes, and inpatients for whom English is a second language, to name a few. Based on the audience chosen, the students were required to tailor their video to the expected health literacy level of their audience and take into consideration the culture of their audience. While integrating the concepts of health literacy and cultural competency into

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their video projects, each team's video had to address the following broad categories employing language appropriate to their audience:⁸ What is a virus? What is the lifecycle of the virus? How does your product work? Students were instructed to use every day language and avoid medical jargon, while being as accurate and informative as possible. Multi-lingual students had the opportunity to supplement the presentation with sections of the video restated in another language.

Student teams worked creatively and were graded via a rubric on their ability to both demonstrate disease state knowledge and integrate the concepts of health literacy and cultural competency into their video projects. Didactic class time was allotted to allow each team to view all of the other team video projects and provide feedback. Students and faculty in attendance were provided the opportunity to ask questions upon the completion of viewing the video.

Future goals of our project include its expansion into becoming a student community service or volunteering event. Our students give back to their community by involving themselves in events such as diabetes glucose testing, health education and blood pressure screening at local health fairs. Just as students create population specific educational brochures and pamphlets, the students will be encouraged to create educational videos. The inclusion of counseling videos, made to directly educate a target population during these service events embraces the use of technology and may enhance the student's education by gaining cultural competency.⁹

Summary

The profession of pharmacy has been entrusted to provide evidence based medication information to patients and seeks to promote patient safety and medication adherence. The supplemental use of videos in pharmacies serves to further educate the patient by reminding them of important medication counseling points. Use of video recordings may also empower a patient to engage in a dialogue with the pharmacist about medication use and promote the patient to ask questions.

The education of a student pharmacist to include the knowledge of creating and the practice of recording patient videos may provide future employment opportunities, knowledge of future technological applications used in pharmacies, and practical experience to grow the profession. Preparing students by educating them to create a medication counseling video to include the communication concepts of health literacy and cultural competency may serve as an

application based activity for students as they learn to promote medication adherence and safety.

Disclosures: None

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