

TEACH-BACK CHECKLIST

(Reference: Agency for Healthcare Research and Quality. Health Literacy Universal Precautions Toolkit, 2nd Edition.)

Student's name:

Key: Yes = majority of time, Partial= about half of time, No = Almost never,
N/A: Not Applicable

| Teachback steps | Yes | Partial | No | N/A |
|--|-----|---------|----|-----|
| Used positive body language, eye contact and voice tone. | | | | |
| Checked the patient's understanding of the information given (care plan, treatment plan, healthy lifestyle recommendations, etc.). | | | | |
| Used simple language which did not contain any medical terminology. | | | | |
| Interview and speed of information transfer was appropriate for patient. | | | | |
| Stated that the responsibility for disclosure is his/her own. <i>(I want to make sure I can explain everything clearly)</i> | | | | |
| Asked the patient to explain the information given in his/her own words as he/she understood. | | | | |
| Encouraged the patient's understanding without creating a feeling of being tested, clarifying it with open-ended questions. <i>(Let's remember How many times a day do you use fluoxetine?... Great..)</i> | | | | |

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|--|--|--|--|--|
| Took precautions by anticipating obstacles that could lead to any misunderstanding (e.g. speaking a little loudly to older person, writing notes, allowing person to take notes, etc.) | | | | |
| If the patient was unable to correctly implement teach-back, he explained it again and rechecked the patient's grasp. | | | | |
| Applied part whole method in the transfer of complicated information. | | | | |

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