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Health numeracy reflects a person's ability to understand and use numbers in taking care of their health. Your patient has taken a test of health numeracy. The test consisted of questions that assessed his/her ability to use 1) basic math skills, 2) tables and graphs, 3) basic probability concepts and 4) statistics used in risk communication and medical decision making.

This patient's health numeracy score was $\qquad$
Low Score ( -3.0 to -0.45 ); Medium Score ( -0.44 to 0.52 ), High Numeracy Score ( 0.53 to 3.0 )

## Patients Health Numeracy Level: Low

- Stage of disease if the direction of severity explained
- $50 \%$ is the same as a 1 out of 2 chance or an outcome occurring in "half" of the patients
- Pictographs (stick figures) that compare risks
- One step simple math problems such as doubling a risk of $10 \%$
- Basic principles of study design such as the importance of a control group, sample size, and the study population
- Risk comparisons using denominators such as $1 / 10$ vs. $1 / 3$
- Outcomes shown on survival curves
- Pictographs (highlighted stick figures) with denominators of 1000
- Combining baseline and relative risk information
- Numbers including decimals or rates with denominators of 1000
- The relationship of $2 \%$ to $2 / 100$
- The relative magnitude of small risks (i.e., $0.05 \%$ and $5 / 1000$ )
- Interpretation of statistical significance

| Communication Tips for Numeric Information |  |
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| - Use a teach-back method to assess patient understanding |  |
| - | Be sensitive to the fact that patients may feel judged about numeracy skills; keep the |
| tone of the discussion one that is respectively of the patients numeracy level |  |
| - Use lay language but don't avoid numbers altogether. Data shows that non-numeric |  |
| conversation may lead to overestimation of risk by patients |  |
| - When possible, present numbers using a frequency format such as $1 / 100:$ Leave off |  |
| rest for low literacy and show baseline risk when communicating absolute or relative |  |
| risk reduction information |  |

