

Checklist 'Communication tailored the needs of low literate patients'

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| Uses simple but not childish language; addresses the patient as an adult | yes / no / sometimes remarks: |
| Watches the patient attentively and notices if the patient understands him | yes / no / sometimes remarks: |
| Makes use of drawings, illustrations or other visual aids to explain | yes / no / sometimes remarks: |
| Uses short sentences Like: "I walk to the table. I get my book." instead of: "I walk to the table in order to get my book." | yes / no / sometimes remarks: |
| Uses simple words (not: 'the contemporary youth' but 'the children of our school') | yes / no / sometimes remarks: |
| Uses present time, active Like: "I walk, I speak" and "The man brings the coffee" instead of "The coffee was brought in by the man." | yes / no / sometimes remarks: |
| Avoids metaphors and proverbs | yes / no / sometimes remarks: |
| Speaks clearly and not too fast | yes / no / sometimes remarks: |
| Uses the words of the patient to describe his problem or illness | yes / no / sometimes remarks: |
| Limits his information to 3 main messages | yes / no / sometimes remarks: |
| Repeats the most important facts | yes / no / sometimes remarks: |
| Encourages the patient to ask questions | yes / no / sometimes remarks: |
| Checks what the patient has understood by means of the 'Teach-back-method' | yes / no / sometimes remarks: |