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| **Health Literacy Presentation Lesson Plan** | |
| Topic | Description |
| Pre-Test | 1. Hand out post test    1. Miller Model survey and multiple-choice questions |
| Introduction | 1. Health Literacy Objectives 2. **Activity**- Predictors of health status (2 minutes)    1. Which of the following is the strongest predictor of a person's health status? 3. **Activity**- True or False (3 minutes)    1. Conduct the true and false activity by reading the statements and having the audience vote true or false |
| What Is Health Literacy? | 1. Health Literacy Definition (3 minutes)    1. Show IOM Video on Basic Health Literacy    2. Ask: Do you think anything is missing from this definition?    3. Ask: On the last two slides, we saw some of the main predictors of a person’s health status    4. Ask: What might be some other predictors of a person’s ability to understand and process health info? 2. The Facts (2 minutes)    1. Read statistics 3. Key Risk Factors for low health literacy (2 minutes) 4. Maternal Mortality is a global public health issue    1. Discuss upward trend in maternal mortality in our country    2. Few studies have evaluated the effect of health literacy on obstetrics outcomes |
| Why is Health Literacy Important? | * 1. Navigating Instructions      1. Conduct choral reading activity and ask comprehension questions   2. Plain Language Mandates |
| Outcomes | * 1. Health Literacy and Patient Safety (2 minutes)      1. Discuss the importance of health literacy in terms of patient care   2. Legal Risks and Sentinel Events   3. Communication Based Lawsuits |
| Preventable Readmissions | * 1. House Video: <https://www.youtube.com/watch?v=nvwR74XpKUM>   2. Joint Commission Requirements |
| Health Literacy: The Bottom Line | * 1. Economic Implications Slide 1 (2 minutes)      1. Low Health Literacy costs |
| Health Literate Materials | * 1. AHRQ Patient Education Materials Assessment Tools   2. Health in the City Video: <https://www.youtube.com/watch?v=iFCbIxW4db0>   3. Lower health literacy demand materials   4. Health care organization guidelines   5. Readability Scores   6. Using Readability for Understanding      1. 4th grade level   7. Low Literate Readers      1. Prone to skipping and focus on center of screen      2. Easily overwhelmed with limited working memory   8. Graphics & Images      1. Good use of headings      2. Anatomically placed graphics      3. Enough white space      4. Putting most useful info up front   9. Grammar      1. Eliminate excess words and contents      2. Effective Use of Pronouns      3. Use Active not Passive Voice   10. CDC Communication Index |
| Patient Self-Efficacy & Self-Advocacy | * 1. Ask Me 3      1. Patient handout |
| Practice | **Activity:** Suggest rewrites of article |
| Plain Language | * 1. Why Use Plain Language   2. Avoiding Jargon & Acronyms   3. **Activity:** Read the medical terms one by one, and get audience to come up with plain language versions   4. Focus Outward on Patient   5. Key Messages      1. Exact Actions with examples      2. Focus on the positive actions   6. Developing Health Communication Materials (Evidence-Based and User Friendly)      1. Steps   7. Clear Communication      1. Quote & People Centered-Care Video (3 minutes): <https://www.youtube.com/watch?v=pj-AvTOdk2Q>   8. Please…Don't Leave Me Confused      1. Video |
| Cultural Aspects | * 1. Cultural Awareness   2. Cultural Competency   3. Cultural Humility   4. Build Self Efficacy |
| Questions? | * 1. Thank them for their attention   2. Give contact information |

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| **Post Presentation Activities** | |
| Activity | Description |
| Reflective Writing Exercise | 1. Objective: Understand, integrate, and reflect on incorporating health literacy, cultural humility, and cultural competency in your MCH training    * 1. Show video on cultural humility      2. Follow writing prompts provided |
| Post Test | a. Hand out post test   * + 1. Miller Model survey and multiple-choice questions |
| **Optional Activities** | |
| Activity | Description |
| Health Literacy Jeopardy | 1. This is a fun activity designed to further test all concepts of health literacy through an adaption of the popular TV game show, Jeopardy    1. Open the PowerPoint, separate the class into teams, and play! |
| CLAS | 1. This is an introductory training on the national standards of Culturally and Linguistically Appropriate Services (CLAS). 2. Objectives    1. Understand historical context of CLAS    2. Differentiate between equality and equity    3. Recognize cultural differences experienced    4. Explain the value of implementing CLAS 3. <https://rise.articulate.com/share/KDx7-AaNso9w3x77U4TRMzf10dEAY-Fn#/lessons/3qlOKL5PD0ZAv322yS8BmSnpnVyvoYWh> |

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| **Additional Resources** | |
| Resource | Description |
| Flyers | 1. These flyers are postnatal education materials designed to be health literate and easy to interpret. The flyers are complete with warning signs to look for after birth as well as steps to take if symptoms are present. |
| What About Mom? App | 1. This is a Web-Based Application to educate new mothers and their partners on warning signs to look for after birth. It is health literate, user friendly, and can be accessed from a mobile phone. 2. <http://whataboutmom.herokuapp.com/index.html> |