



Organizational Health Literacy Training Planner 1.0

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Adapted from: CDC Making Health Literacy Real: The Beginnings of My Organization's Plan for Action

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About the Organizational Health Literacy Training Planner 1.0

“Achieving health and well-being requires eliminating health disparities, achieving health equity, and attaining health literacy.” Organizational health literacy is “the degree to which organizations equitably enable individuals to find, understand, and use information and services to inform health-related decisions and actions for themselves and others.” (*Healthy People 2030*) “Health literacy is fundamental to quality care and relates to three of the six aims of quality improvement...in the IOM Quality Chasm Report...safety, patient-centered care, and equitable treatment.” (*Institute of Medicine Committee on Health Literacy*, 2004). Success in attaining health literacy requires changes in organizational and individual practices.

The Organizational Health Literacy Training Planner 1.0 helps you and your team get started developing your plan to influence organizational and individual practices to improve health literacy by helping you think through the needed steps. It outlines key steps for setting learning goals, planning and implementing your curriculum, and developing evaluation measures. The Planner is designed to help you establish a tailored health literacy training program to assist you on your journey to becoming a health literate health care organization.

As you work through the Planner, you will have the opportunity to brainstorm your ideal health literacy training program and identify steps for successful implementation. Keep in mind you may need to adjust your plan as new considerations arise. Not all tasks will be relevant to your training program, so don't feel obligated to incorporate everything. If you are considering creating a health literacy training program for multiple audiences, it may be helpful to complete the Planner for each intended audience.

Please let us know about your experience using this Training Planner by emailing HealthLiteracyGeneral@nationwidechildrens.org.

Define Training Program and Goals

Keep in mind departmental and organizational health literacy goals, and organizational mission.

Purpose of Training:

Goals for Training Program:

Type of Training:

Audience(s):

Training Planning Team

Training Planning Team Members:

Who's Missing from the Team:

Who's Leading the Planning Effort:

Resources (e.g., supplies):

Potential Barriers:

Learning Objectives and Participant Expectations

Align learning objectives with your selected departmental or organizational health literacy goals.

Learning Objectives (3-5):

- 1.
- 2.
- 3.
- 4.
- 5.

Align participant expectations with your selected departmental or organizational health literacy goals (e.g., attend all training sessions; complete pre-work; commit to give “x” talks; remain engaged).

Participant Expectations:

- 1.
- 2.
- 3.
- 4.
- 5.

Curriculum Development

Consider learning objectives and participant expectations when developing your curriculum.

Consider	Ideas
Total length of training program? (i.e., weeks, months)	
Number of sessions?	
How long will each training session be?	
What topics will you cover?	
Will the training sessions be virtual or in-person?	
How in-depth do you want to go with each training topic?	
What type of educational materials do you want to create? (i.e., slides, handouts, toolkits)	
How are you planning to reinforce participant learning? (i.e., interactive trainings, follow-ups, booster messages, observations, quizzes, assignments)	

Content Delivery

What is the best format for content delivery (e.g., lecture, interactive activities, role-play, case studies; more than one may apply)?

Will training sessions be in person, virtual, or hybrid?

How will you ensure accessibility and inclusivity in training materials?

How will participants access your content: print, digital, cloud sharing, or other communication platforms?

How are you reinforcing learning (e.g., follow-up sessions and/or refreshers)?

Identify Content Experts

Based on your curriculum's topics and goals, determine what subject matter experts you need to build your curriculum. Consider internal and external contacts.

Content examples: organizational health literacy; teach-back; language access; health equity; accessibility; easy-to-read materials.

Topic	Subject Matter Expert

Establish a Timeline

Return to the considerations in this section to update your timeline as you move through the Planner.

Consider	Potential Barriers	Ideas
How long will you need to plan your program?		
Ideal length of training program?		
What are participants' availability and capacity?		
How long will you need for recruitment?		
What is your Planning Team's capacity (e.g., time, other responsibilities, HL expertise) to implement your program?		
At what points do you want to conduct evaluations (e.g., pre/post session, pre/post training completion, ongoing long-term)?		

Define Training Planning Team Tasks

Identify members of your Team who will handle the tasks needed to implement your program.

Tasks to Consider	Lead	Due Date	Notes
Designate content creators and reviewers			
Determine who will teach each session			
Create supporting training materials, including pre-work, and handouts			
Identify needed resources (e.g., materials, space, technology)			
Order and print materials			
Reserve training spaces			
Prepare CE/CME Credit documentation/applications			

Identify Training Planning Team Tasks, Cont'd.

Identify members of your Team who will handle the tasks needed to implement your program.

Tasks to Consider	Lead	Due Date	Notes
Develop evaluation measures			
Designate point of contact for participants			
Recruit participants for program			
Coordinate schedules of participants and trainers			
Send email communications, calendar invites, booster messages, and updates			
Determine who will set up for each session			
Set up initial contact with managers and ongoing communication			

Create a Recruitment Plan

Identify and establish a recruitment plan for your program.

Tasks to Consider	Lead	Due Date
Identify target audience(s) or department for training		
Develop one-pager with program overview, timeline, and expectations		
Create an interest form to confirm participant attendance		
Reach out to potential participants		
Provide informational session to those interested in the program		
Contact and meet with managers of interested participants		
Reconfirm participant commitment before the start date		
Provide an orientation session for participants before start of training to address questions, clarify expectations, etc.		
Track participant interest and engagement throughout recruitment process		

Develop Evaluation Plan

Identify members of your Team who will handle the tasks needed to evaluate your program.

Tasks to Consider	Lead	Due Date	Notes
Establish evaluation purpose and goals			
Identify program evaluation metrics (e.g., attendance, assignment and assessment completion, etc.)			
Develop formative competency assessments (e.g., observation of teach-back or presentations)			
Determine checkpoints for various measures (e.g., pre-work and session-specific attendance)			
Identify survey tool (e.g., REDCap, Qualtrics, Microsoft Forms, etc.) for evaluations			
Pilot surveys and assessments to be sure they are clear			
Develop registration/interest forms including participant descriptive data (e.g., role, department)			

Develop Evaluation Plan, Cont'd.

Identify members of your Team who will lead the tasks needed to evaluate your program.

Tasks to Consider	Lead	Due Date	Notes
Create pre- and post-test presentation evaluations			
Create pre- and post-training program evaluations			
Consider other evaluation tools (i.e., Teach-back Observation Tool 2.0, AHRQ Communication Observation Form, Conviction, Consistency and Confidence Scale)			
Develop a tracking system for all participant requirements			
Track participant attendance, progress, completion of assessments and deliverables etc.			
Develop post-program evaluation metrics (e.g., presentations given, participant completion rate, participation in ongoing engagement activities)			
Review data regularly (at least quarterly)			

Sustainability

It is important to think ahead of time about how you will sustain your health literacy training program.

How will you continue to support your training participants (e.g., monthly or quarterly meetings; data feedback)?

How will you track on-going participation (e.g., number of presentations, use of teach-back, number of ongoing active participants)?

What will you do to recognize the accomplishments of your participants (e.g., celebration of completion, communication to manager, newsletter, website recognition)?

What other sustainability factors do you want to incorporate (e.g., periodic check-ins, office hours, coaching)?