



Advancing
Health Literacy
FRANKLIN COUNTY

Advancing Organizational Health Literacy through a Health Literacy Learning Collaborative

May 10, 2023

Mary Ann Abrams MD MPH, Jessica Chevrolet MS MPA, Allison Riggle MSW Ed.D.

Learning Objectives

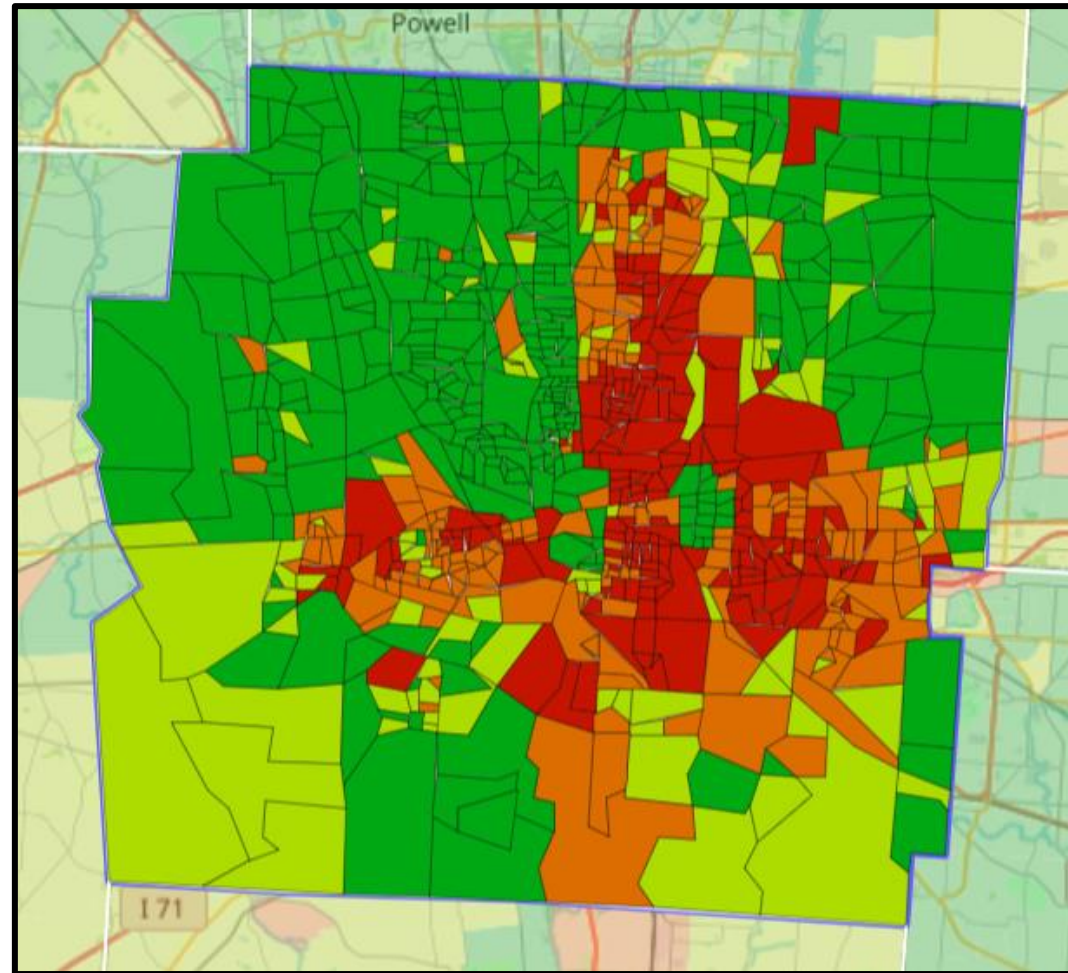
Identify	Identify the opportunities and challenges of developing an organizational health literacy learning collaborative.
Understand	Understand how a health literacy learning collaborative can enhance current organizational HL efforts and align with your organization's mission and goals.
Use	Use the tools and resources discussed to collaboratively increase organizational health literacy capacity.

Building A Health Literate Community: Toward an Equitable Response to COVID-19



This is supported by the Office of Minority Health of the U.S. Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$3,990,000 with 100 percent funded by OMH/OASH/HHS. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by OMH/OASH/HHS, or the U.S. Government. For more information, please visit www.minorityhealth.hhs.gov.

Health Literacy in Franklin County



Healthy People 2030

“Achieving health and well-being requires eliminating health disparities, achieving health equity, and attaining health literacy.”

The health system has the responsibility to provide clear understandable information and to make sure it is understood by those who need that information.

Grant Goals

Goal 1

Create an array of **community- and health literacy-informed COVID messaging** and modalities for Franklin County racial and ethnic minorities to reduce COVID-related health disparities.

Goal 2

Create a **sustainable Franklin County community organizational health literacy model and infrastructure** to reduce COVID-related and other health disparities and promote health equity.

What is the HLLC?

- Diverse health-related organizations serving Franklin County come together to make improvements in organizational HL → Framework:
 - *Ten Attributes of a Health Literate Health Care Organization*
 - Enliven Organizational Health Literacy Self-assessment Resource
- Use findings and alignment with your mission, strategic plan, priorities to develop an *organization-wide* or *focused* health literacy plan.
- Accelerate learning, adoption, spread, and integration of organizational health literacy principles and practices.

All Teach – All Learn

- Learn from each other
- You will:
 - become HL experts and champions
 - develop your HL Plan
 - build internal capacity to advance as health literate organizations
- In turn, creating sustainable FC community organizational health literacy model and infrastructure to reduce COVID-related and other health disparities and promote health equity
- Materials and Resources
- Evaluations are important – Thank You!

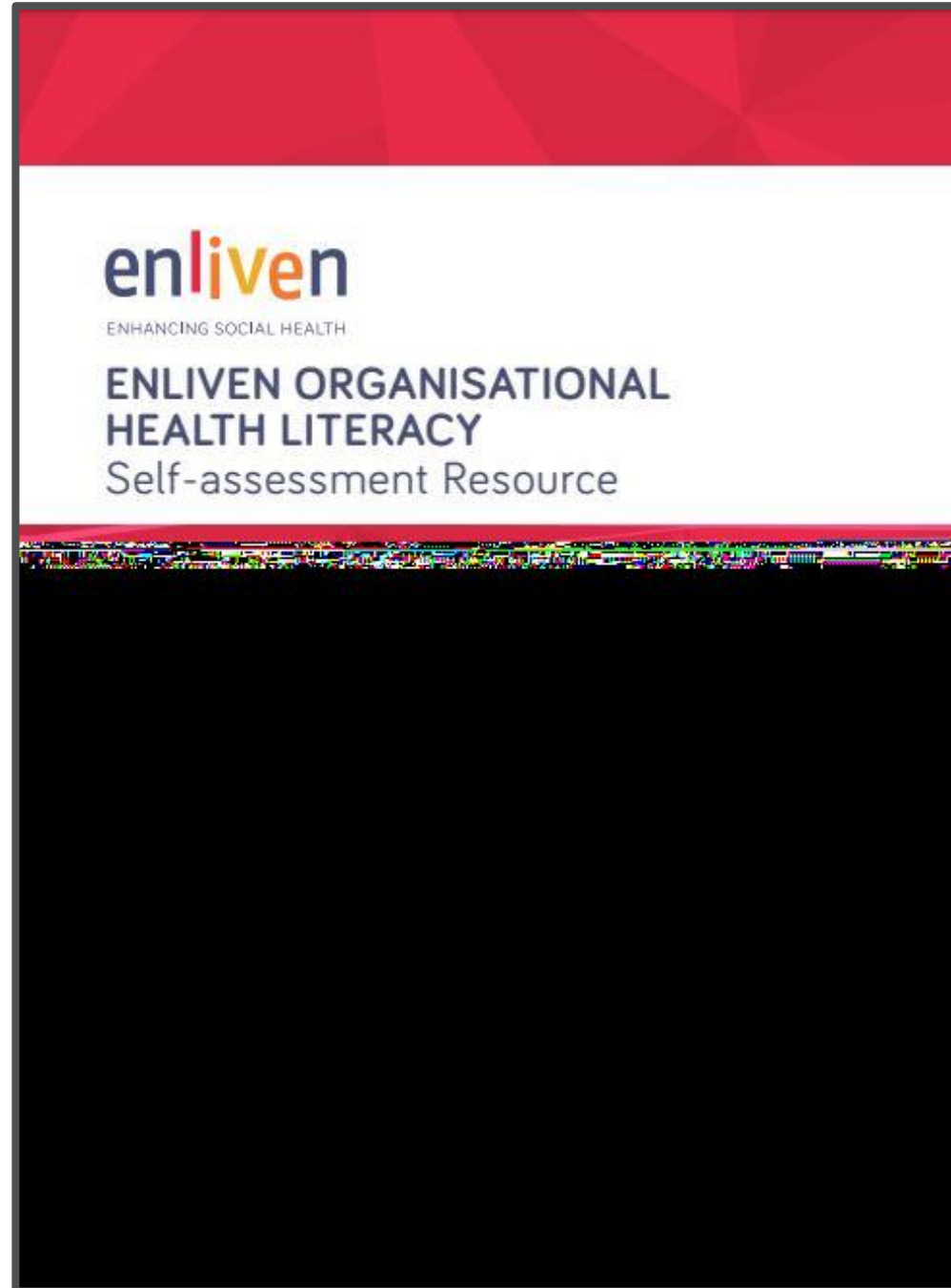
10 Attributes of a Health Literate Health Care Organization (HLHCO)



1. Leadership promotes
2. Plans, evaluates, and improves
3. Prepares workforce
4. Includes consumers
5. Meets needs of all
6. Communicates effectively
7. Ensures easy access
8. Designs easy to use materials
9. Targets high-risk points
10. Explains coverage and costs

EnLiven Assessment

[enlivenHL.pdf](#)



Timeline

	Month/Year	Platform	Dates
Learning Session 1	October 2022	In-person	<u>Monday, October 17, 2022, 7:45 – 12:30</u>
Action Period 1	November 2022	Virtual	<u>Monday, November 14, 2022, 10:00-11:30am</u>
Learning Session 2	December 2022	In-person	<u>Monday, December 12, 2022, 7:45 – 12:30</u>
Action Period 2	January 2023	Virtual	<u>Monday, January 23, 2023, 10:00-11:30am</u>
Action Period 3	February & March 2023	Virtual	<u>Monday, March 6, 2023, 10:00-11:30am</u>
Learning Session 3	April 2023	In-person	<u>Friday, April 14, 2023, 7:45am – 12:30pm</u>

QI Approach



Recruitment



Virtual informational meeting



Descriptive and summative documents



Team Profile

Pre-work

AMA Health Literacy video-
Health Literacy and Patient
Safety: Help Patients
Understand

10 Attributes of a Health
Literate Health Care
Organization

Building Health Literate
Organizations: A Guidebook
to Achieving Organizational
Change

Healthy People 2030:
Definitions of Personal and
Organizational Health
Literacy & Foundational
Principles and Overarching
Goals

Agency for Healthcare
Research and Quality
Universal Precautions
Toolkit, 2nd Edition



Health Literacy Specialist Certificate Program

Elevate Your Competency Earn A Health Literacy Specialist Certificate

Achieve personal growth and become part of the solution
for health equity through health literacy.

The Health Literacy Specialist Certificate Program consists of 50 lessons across 7 health literacy domains developed to enhance your knowledge and day-to-day skills.

Each micro-credential resides on a Learning Management System (LMS) that enables you to participate at a self-managed pace saving progress for future completion.

Micro-credentials can be taken individually, selective combination, or all 7. A certificate of completion, digital badge, and continuing education is awarded following the successful completion of each individual course.

Earn a Health Literacy Specialist Certificate by successfully completing all 7 micro-credentials.

Program Development

The HLS Certificate Program is the result of a collaboration between IHA, Prometric, and a panel of multidisciplinary SMEs to develop an up-to-date evidence- and assessment-based product.

The HLS Certificate Program was created in strict accordance with Institute for Credentialing Excellence (ICE) 1100 accreditation standards.

www.healthliteracysolutions.org



IHA Health Literacy Specialist
Certificate Program



Programs on Creating Reader-Friendly Plain Language Information

Do you wonder why people don't read your organization's handouts?
Do you want to know how to make documents more understandable and useful?
If you said "yes," you could benefit from these programs!

What is Reader-Friendly Plain Language?

"Plain language" refers to an approach to creating clear, appealing, and usable print materials and other types of information.

People Should Attend the Training to Learn to...

- Communicate more effectively with the 88% of U.S. adults who lack proficient health literacy skills
- Write reader-friendly easy-to-read text that helps readers take action
- Reach people with limited reading skills
- Address health disparities and improve health equity in your community

What are the Benefits for Individual Employees?

- Develop new skills they can use for the rest of their career and life
- Write with more clarity and impact
- Increase their value to your organization

What are the Benefits for Your Organization?

- Help the people you serve take action to support better health
- Enhance consumers' and patients' satisfaction and understanding
- Increase patient adherence
- Lower risks of liability, improve patient safety, meet accreditation guidelines
- Increase market share with a reputation for clear and respectful communication

What are the Benefits for the Public, Consumers, and Patients?

- Make better decisions for themselves with clear, usable information
- Improve their ability to manage their chronic conditions
- Feel respected, cared about, and valued by your organization

When Are the Workshops Offered?

- November 1, 8, 15, and 29, 2022
- January 17, 24, and 31 and February 7, 2023
- March 21 and 28 and April 4 and 11, 2023

Limited enrollment now open for: **November 2022 & January/February 2023**

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2022 -
2023



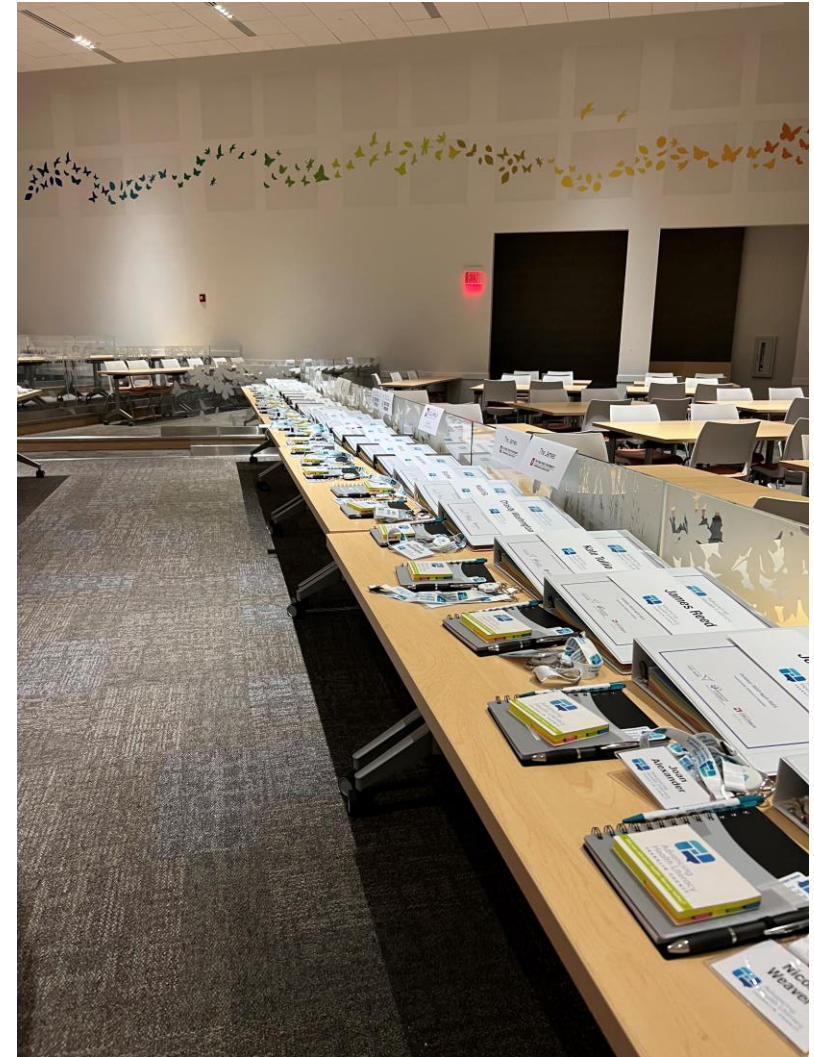
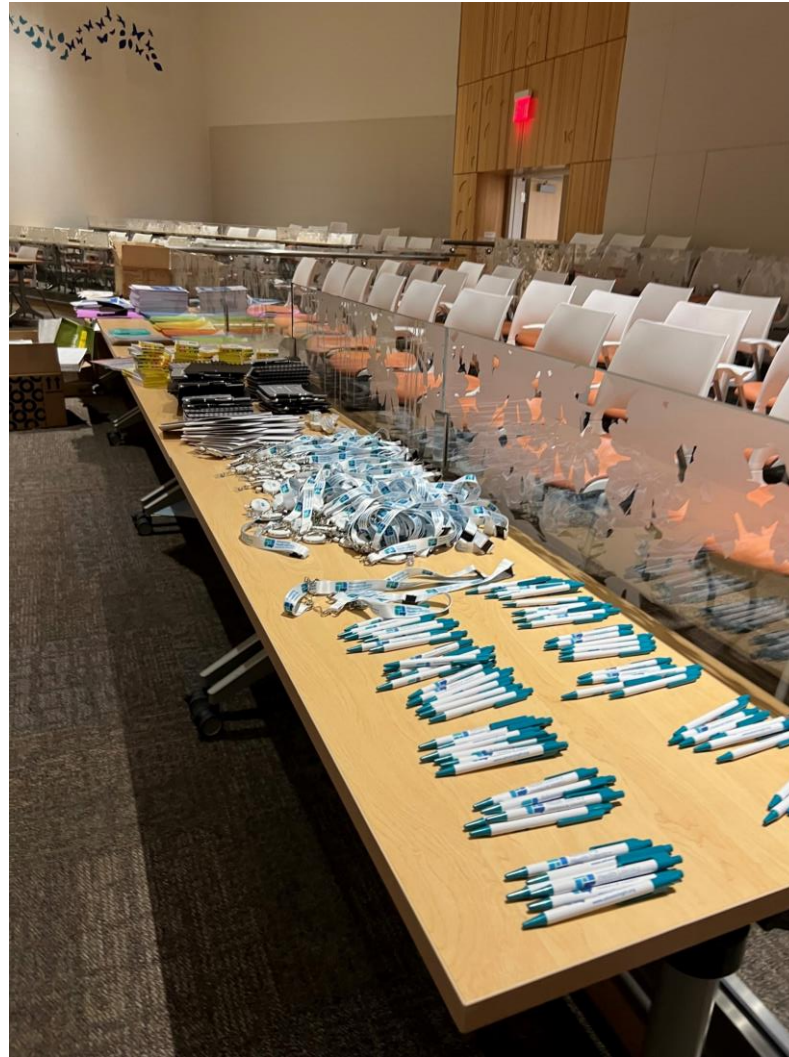
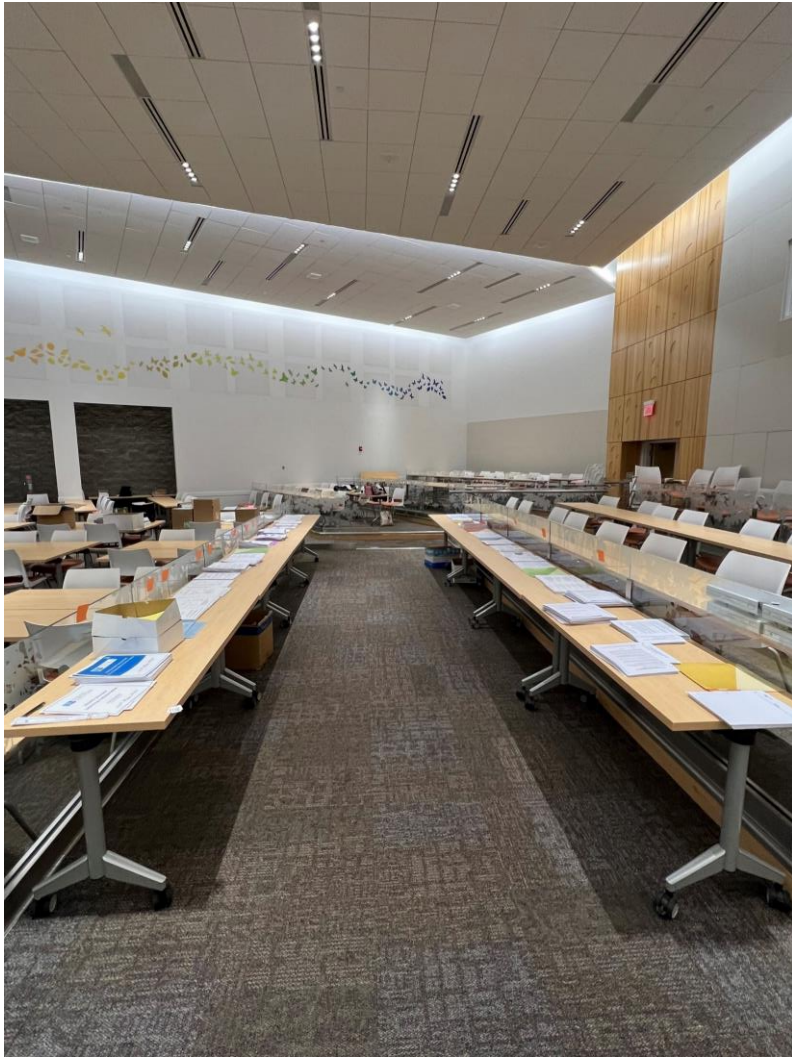
Making Health Literacy Real: Our Organization's Plan for Action



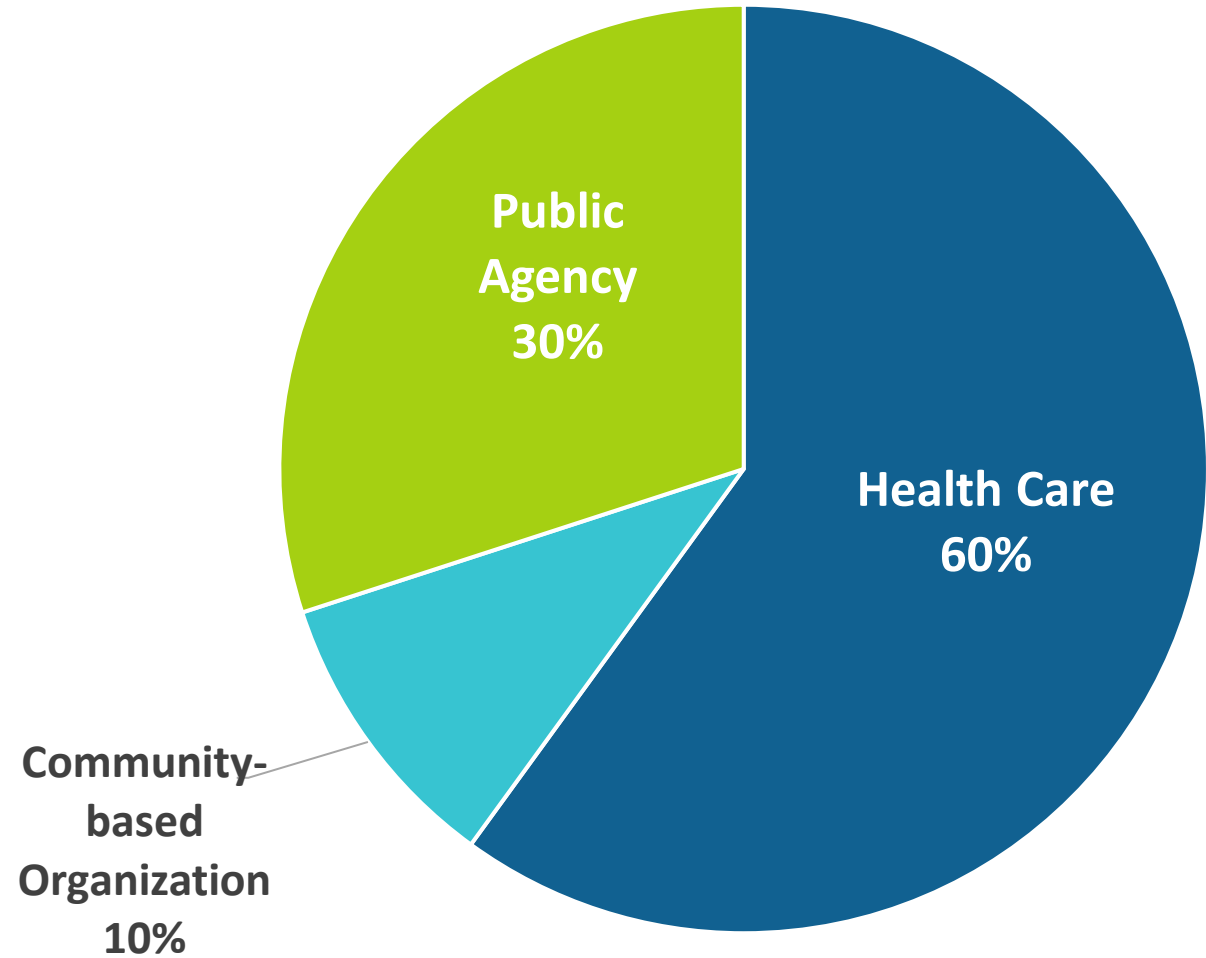
Communication with Teams



Materials Assembly



Distribution of 10 Teams Completing HLLC



In 1-2 words... Who or what inspired you to join this Health Literacy Learning Collaborative?

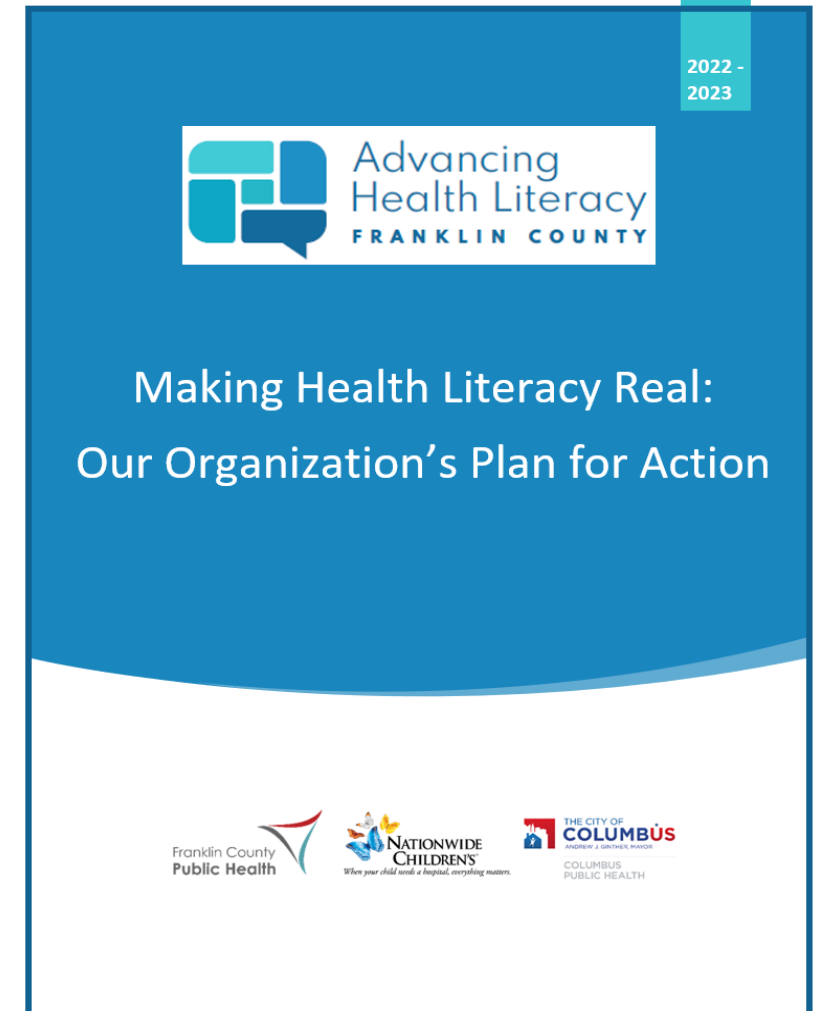


Learning Session-1 - Today's Agenda

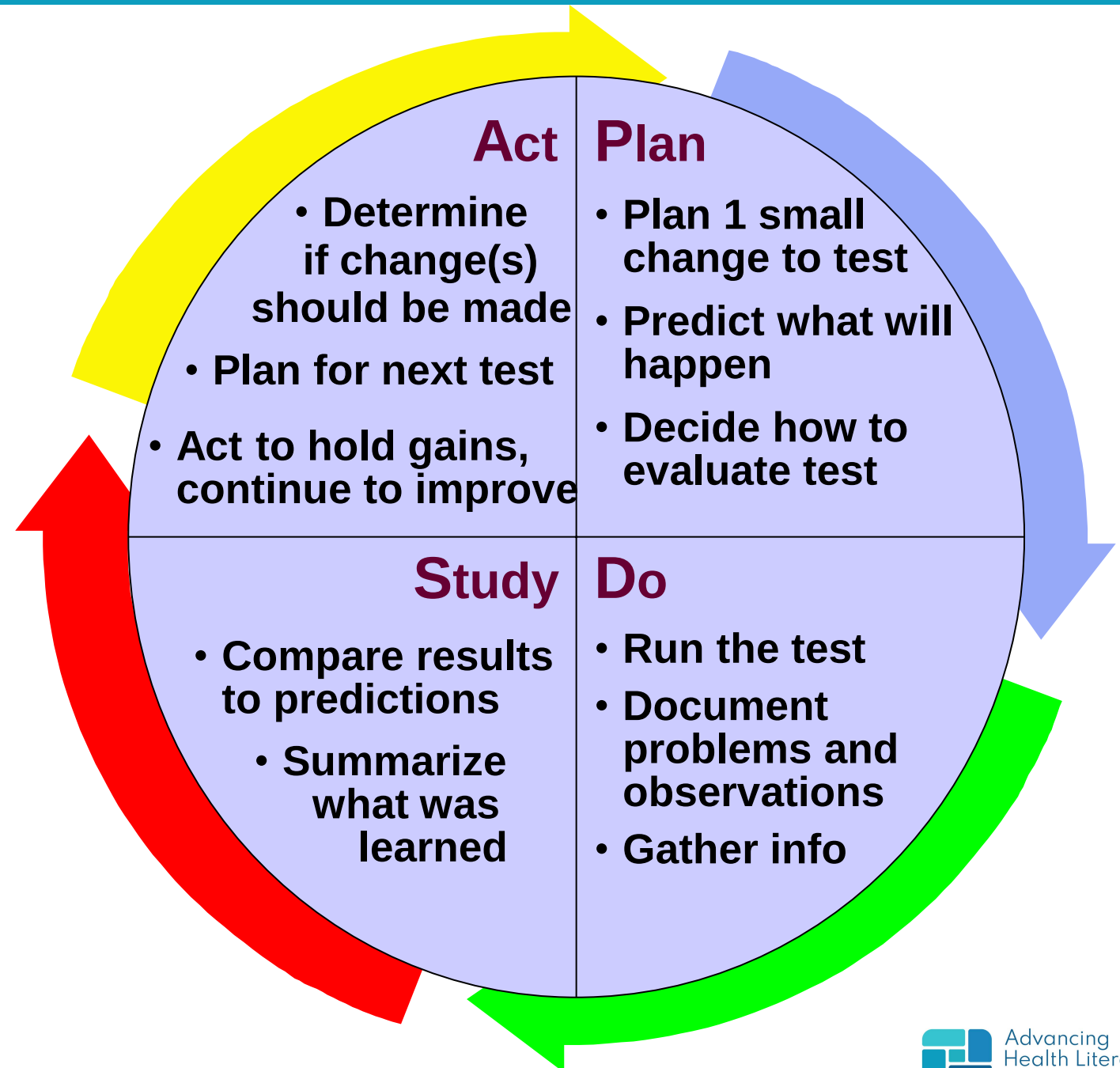
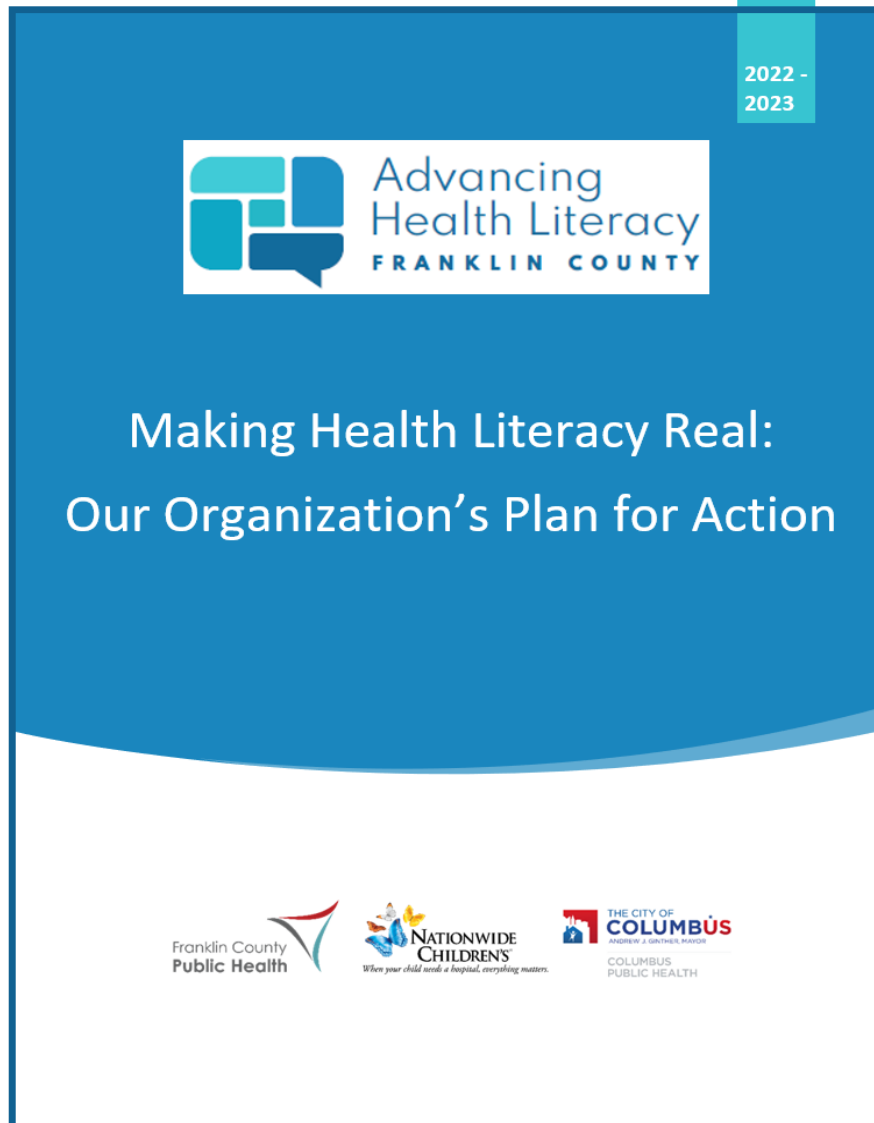
- ☐ Health Literacy Fundamentals
- ☐ Health Literacy in Action: Plain Language and Teach-back
- ☐ Model for Improvement, Organizational Change, Patient/Family Involvement
- ☐ Team Working Lunch
- ☐ Discussion and Wrap-up
- ☐ Time available for informal discussions with HLLC faculty and HL Champions

Action Period 1: November 2022

- **Assignment:**
 - See *Making Health Literacy Real: Our Organization's Plan for Action*
 - Complete/review EnLiven and begin to identify where you want to focus (pg. 7)
 - Identify a small PDSA to get started (power of one) (pg. 12)
 - Changes in Team members/colleagues/advocates (pg. 2 & 3)



Planning Documents



Supporting Materials and Resources



Always Use Teach-back!

Home Using the Teach-back Toolkit Interactive Learning Module Coaching to Always Use Teach-back To Learn More Acknowledgements

Welcome to the *Always Use Teach-back!* training toolkit



The purpose of this toolkit is to help all health care providers learn to use teach-back—every time it is indicated—to support patients and families throughout the care continuum, especially during transitions between health care settings.

Tools and Videos
10 Elements of Competence for Using Teach-back

Job Aid Tool – Specifying Teach-back

Important Steps – “Know What”	Key Points – “Know How”	Reasons – “Know Why”
Logical segments of the process when something happens to advance the work	1. Make or break the job 2. Make the work easier to do; tip 3. Avoid injury to team member	Reasons for the Key Points
1. Greet the patient	1. Include family members if present 2. Use warm and friendly attitude and body language	1. Hurried, worried, and distracted attitudes can be barriers to their ability to listen and remember information
2. Teach the patient	1. Use the patient-friendly teaching material, e.g., for patients with heart failure or the discharge instructions 2. Explain using patient-friendly language (plain language - no medical jargon) 3. Point to and circle critical information on the printed material Note: Refer to 10 Elements of Competence for Using Teach-back Effectively.	1. Easy-to-understand printed materials are good reminders after the conversation and at home 2. Medical jargon is a known barrier to patient and family understanding in all healthcare settings
3. Ask “Please tell me in your own words.....(what you just taught).”	1. Preface the ask with a message that doesn't sound like a test of patient learning/understanding, e.g., “I want to be sure I did a good job of explaining all of this to you.” or “We talked about a lot of things today...” 2. Never ask, “Do you understand?”	1. To make sure you explained it well enough for this patient and family to take important action, e.g., self care 2. Most patients will say they understand, whether they do or not
4. If the patient is unable to teach back correctly, teach again and recheck	1. Repeat the process 2-3 times if the patient is not frustrated; it may be necessary to try it again later in the shift. 2. If the patient or family are unable to teach back after multiple tries.	1. Multiple opportunities to hear the teaching, possibly with different language may enable the patient and family to teach back. This process should occur at least three times in the hospital stay
5. Document	1. Document what was taught and patient response; include in detail for discharge handover/transfer information to community providers	1. Next providers need to know what patients have been taught and what they are unable to teach back

Source: Based on 10 Elements of Competence for Using Teach-back Effectively at www.teachbacktraining.org



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Health Literacy Specialist
Certificate Program



Communication

Community Engagement

Education

Ethics

Language, Culture & Diversity

Organizational Systems & Policies

Public Health

Health Literacy Tools, Resources, and Selected References

Reader-friendly Materials

- Plainlanguage.gov
 - <https://plainlanguage.gov/>
- Plain language thesauruses:
 - Plain Language Glossary from AHRQ
 - Just Plain Clear - from United Health Care Group
 - Everyday Words for Public Health Communication
 - Kids Medical Dictionary from FamilyDoctor.com
- Readability formula: SMOG
 - Use only this [website](https://www.online-utility.org/english/readability_test_and_improve.jsp) for accurate analysis & look only at SMOG score: https://www.online-utility.org/english/readability_test_and_improve.jsp
- Materials assessment tools:
 - PEMAT <https://www.ahrq.gov/ncepcr/tools/self-mgmt/pemat.html>
 - CDC-CCI <https://www.cdc.gov/ccindex/index.html#>
- Website assessment tool:
 - <https://health.gov/healthliteracyonline/>

Selected References

- Kutner M, Greenberg E, Jig Y, Paulsen C. The Health Literacy of America's Adults: Results from the 2003 National Assessment of Adult Literacy. 2006, National Center for Education Statistics. [National Assessment of Adult Literacy \(NAAL\) - Health Literacy \(ed.gov\)](https://nces.ed.gov/ipeds/data/naal/naal_health_literacy.pdf)
- Institute of Medicine Committee on Health Literacy, Nielsen-Bokkum, et al., *Health Literacy: A Prescription to End Confusion*. 2004, National Academies Press (US). [Health Literacy: A Prescription to End Confusion \[The National Academies Press\]](https://www.nationalacademies.org/handbook/summaries/health-literacy-a-prescription-to-end-confusion)
- America's Health Literacy: Why We Need Accessible Health Information. An Issue Brief From the U.S. Department of Health and Human Services. 2008.
 - [America's Health Literacy: Why We Need Accessible Health Information \(ahrq.gov\)](https://www.hhs.gov/health-literacy/why-we-need-accessible-health-information)
- Healthy People 2030:
 - personal and organizational health literacy
 - [Health Literacy in Healthy People 2030 | health.gov](https://www.health.gov/healthypeople/about/healthy-people-2030-framework)
 - foundational principles and overarching goal
 - <https://www.health.gov/healthypeople/about/healthy-people-2030-framework>
- Health Literacy Data Map
 - <http://healthliteracydata.unc.edu/>
- Berkman, et al., Low Health Literacy and Health Outcomes: An Updated Systematic Review. 2011, *Annals of Internal Medicine* [Health Literacy Interventions and Outcomes: An Updated Systematic Review \(ahrq.gov\)](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3111111/)
- Vernon et al. *Low health literacy: implications for national health policy*. 2007, *Low Health Literacy: Implications for National Health Policy (jwu.edu)*



Resources, and Selected References

Health Care Organization
<https://www.hhs.gov/publications/ten-attributes.html>
Guidebook to Achieving Organizational Change
<https://www.hhs.gov/publications/ten-attributes.html>
Assessment Resource

Health and Health Centers. 2006
[508596.pdf](https://www.hhs.gov/publications/ten-attributes.html)
Hospitals and Health Centers. 2019
[506503.pdf](https://www.hhs.gov/publications/ten-attributes.html)

Good Health | IHI - Institute for Healthcare

Kit 2nd Edition
<https://www.hhs.gov/publications/ten-attributes.html>
<https://www.hhs.gov/publications/ten-attributes.html>

(2010). *Health Literacy and Patient Safety: Help*
<https://www.hhs.gov/publications/ten-attributes.html>

Culture and Language Access

- CLAS Standards
 - CLAS Standards - Think Cultural Health ([hhs.gov](https://www.hhs.gov/publications/ten-attributes.html))
 - Resources - Think Cultural Health ([hhs.gov](https://www.hhs.gov/publications/ten-attributes.html))
 - Education - Think Cultural Health ([hhs.gov](https://www.hhs.gov/publications/ten-attributes.html))
- TEAMS/TEPPS
 - TEAMS/TEPPS | Agency for Healthcare Research and Quality ([ahrq.gov](https://www.hhs.gov/publications/ten-attributes.html))
 - TEAMS/TEPPS LEP Safety | Agency for Healthcare Research and Quality ([ahrq.gov](https://www.hhs.gov/publications/ten-attributes.html))
- Working with Interpreters
 - Working Effectively with Professional Interpreters, Stanford University Medical Center: <https://www.youtube.com/watch?v=Uhc2JDI48>
 - Qualified Interpreting for Quality Health Care with captions <https://www.youtube.com/watch?v=H0DwUQMGQA>
 - Qualified Interpreting for Quality Health Care – without captions <https://vimeo.com/16029243>



Document Assessment Tools and Resources



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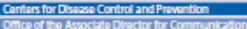
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CDC Clear Communication Index

A Tool for Developing and Assessing
CDC Public Communication Products

User Guide

July 2014



The Patient Education Materials Assessment Tool (PEMAT) and User's Guide

An Instrument To Assess the Understandability and Actionability of Print and Audiovisual Education Materials
(Version 1.0)





Logistics Emails

Attachments from Monday's AP-1 Meeting

- AP-1 Assignment slides
- AP-1 Team Report Out slides
- Copy of the chat
- Team member List
- Detailed Team contact List
- Assignment for LS-2 template
- RFPLM flyer to sign up

Assignments: Between now and LS-2:

- **Complete** Assignment
 - See *Making Health Literacy Real: Our Organization's Plan for Action and Your EnLiven Results*
 - **Work on the following sections to build & begin carrying out your Plan.**
 - Pgs. 7 – 10: Honest Assessment – Opportunities for HL Improvement & Barriers with Solutions
 - Pgs. 11 – 12+: Develop Your Plan & PDSAs
 - Pgs. 2-3: Additions/changes to Team members/colleagues/advocates
- **Submit** Teams Slides for LS-2 by 12/5
 - This session will include **Brief Team Reports**. As you work through the items above, please consider how you will use that to share your Team's responses.
 - At least 2 opportunities for HL Improvement you identified through your Honest Assessment
 - At least 1 barrier and solution
 - Tell us about a new PDSA.
 - Share your Draft Aim.
 - A PowerPoint template is attached and has been added to Dropbox.
- **Email** me by **Monday, 11/30** with any updates to your Team,
 - Please include their name, title, and email.
- **Review** Team Member List and Detailed Team Contact List
 - If any information needs to be updated or added, email me
 - This document will be updated as teams grow and change
 - The most up-to-date list will be available on the Dropbox, saved with the date changed

Learning Session 2: Monday, December 12, 2022, 8-12:30

- Look out for a future email with information for LS—for rsvp, food, etc.
- Binders and materials will be provided for all new team members and members who were not able to attend LS-1

Register for Reader-friendly Plain Language Materials Workshops with follow-up coaching

- **Dates**
 - January 17, 24, and 31 and February 7, 2023 <https://form.jotform.com/222426339695161>
 - March 21, 28, and April 4 and 11 <https://form.jotform.com/222425860103143>

Sign up for Institute for Healthcare Advancement Health Literacy Certificate Program

- Look out for an email with a registration code and instructions
- This email will also include information about requesting more codes for your organization.

Templates

Provided templates for team report-outs:

- Teams can focus on what they need to do
- Promote uniform reporting and standard information
- PowerPoint team report-outs
- Excel template for Enliven Results
- *Making Health Literacy Real: Our Organization's Plan for Action*

Improvement and Coaching Support



- Improvement Advisor
- Model for Improvement and change management presentation
- Team coaching, presentation feedback, tools & resources
- Journey Map and Key Findings

Gail Nielsen, BSHCA, FAHRA, FIHI, CPSHX

Added - Value Calls



The Problem with Numbers: How Low Numeracy Impacts Healthcare and What to Do About It

This session will explore the numerical side of health literacy - that is, health numeracy. In this session, you'll learn how to spot the common numeracy problems that patients and research participants encounter. You'll also learn more about effectively communicating risk. By the end of the session, you will leave with actionable tips to use when conveying numbers and statistics to patients and research participants.

By the end of the session, participants will be able to:

1. Identify the common numeracy problems that patients and research participants encounter.
2. Develop strategies for conveying numerical information in ways that people can understand.
3. Explain 3 best practices for effective risk communication

Date/Time: Friday, March 17, 2023 11-12 pm

Location: Virtual via Zoom

Registration Link: <https://franklincountyohio.zoom.us/j/80665456789>
After registering, you will receive a confirmation email with information about joining the meeting.

Speaker: Christopher R. Trudeau, JD



Christopher R. Trudeau, JD, is an Associate Professor at the University of Detroit Mercy School of Law. Before returning to his home state of Michigan, he led the Regulatory Knowledge & Support function for the University of Arkansas for Medical Sciences' Translational Research Institute and was a law professor at the University of Arkansas, Little Rock, Bowen School of Law.

Professor Trudeau is a recognized expert on clear legal communication, numeracy, and health literacy. He is the first lawyer to be appointed to the US National Academies' Roundtable on Health Literacy and the Food & Drug Administration's Risk Communication Advisory Committee. He frequently speaks on creating clear legal documents that people can understand on reducing organizational risk and while increasing compliance. He also has taught medical students, nursing students, physician assistant students, and pharmacy students on medical law, regulatory compliance, and creating clear medical and legal documents that people can understand.

He is also the author of the first two U.S. studies to focus on the public's perception of legal communication. These studies can be found here:

- [The Public Speaks: An Empirical Study of Legal Communication](#)
- [The Public Speaks Again: An International Study of Legal Communication](#)

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Evaluation

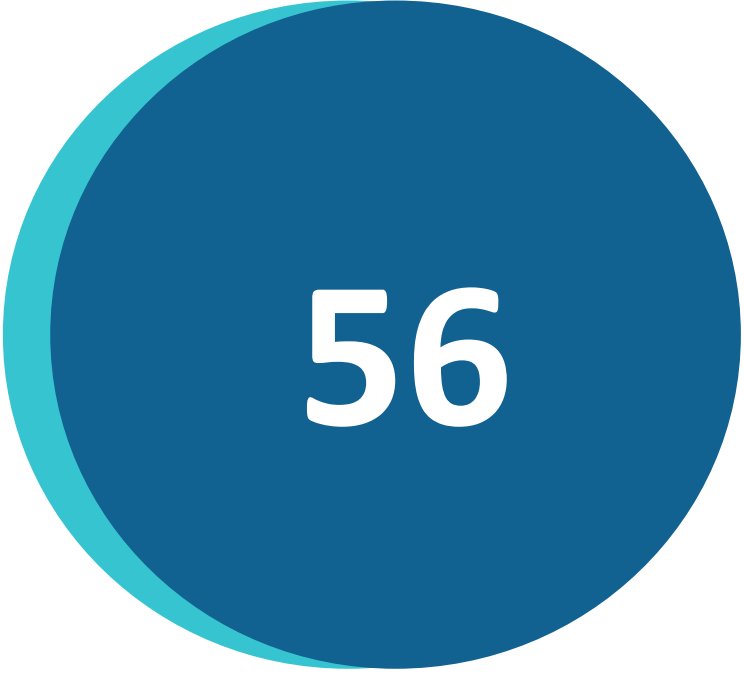
- Grant evaluator:
 - Change in HL knowledge
- Session-specific:
 - Overall satisfaction
- Presentation-specific:
 - Change in knowledge
- Post-HLLC Comprehensive Assessment:
 - Team Leaders
 - Progress
 - Satisfaction
 - All Participants
 - Change in conviction/confidence
 - Satisfaction

Participation



13

Teams



56

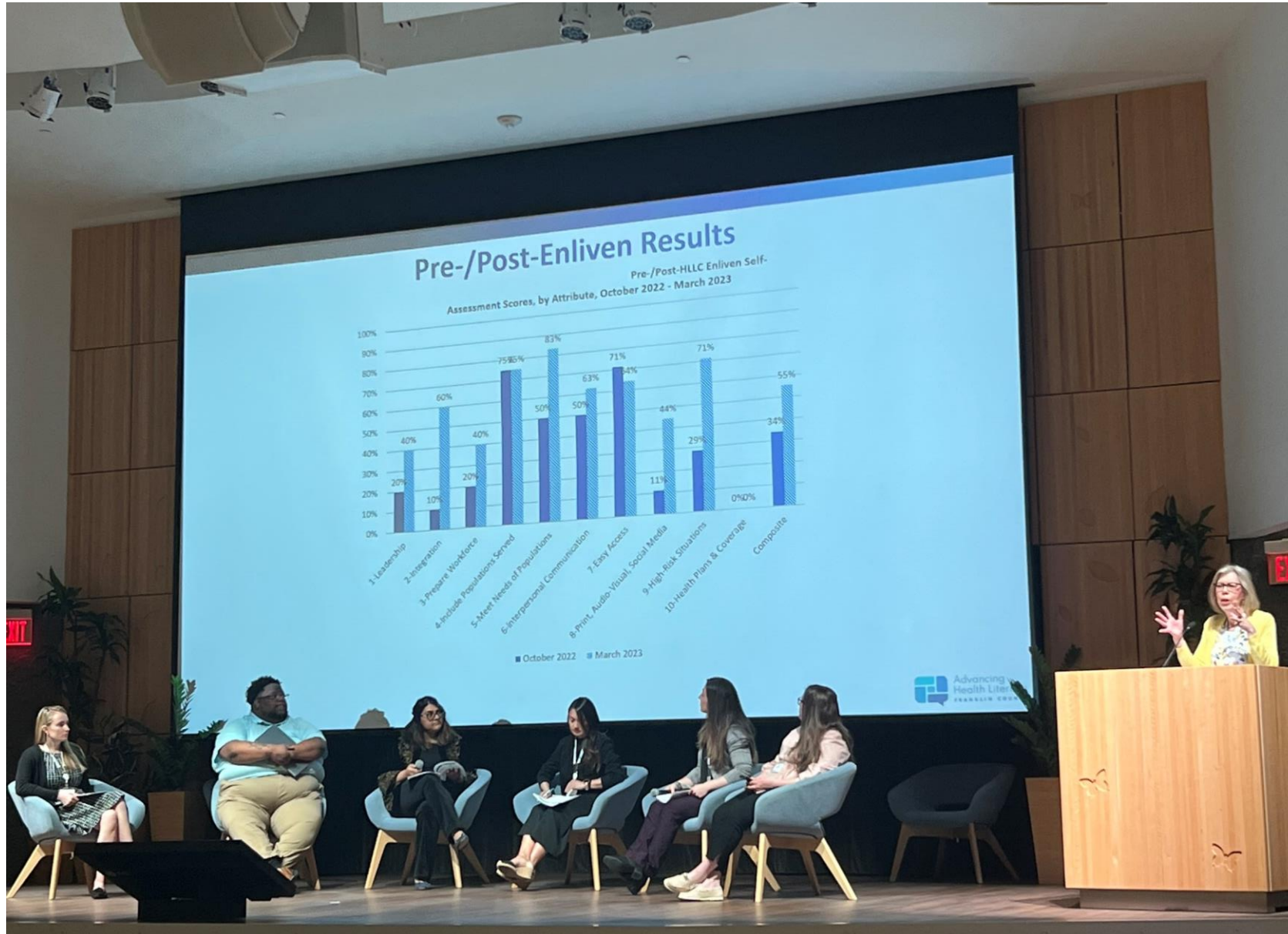
Participants

10 Attributes of a Health Literate Health Care Organization (HLHCO)



1. Leadership promotes
2. Plans, evaluates, and improves
3. Prepares workforce
4. Includes consumers
5. Meets needs of all
6. Communicates effectively
7. Ensures easy access
8. Designs easy to use materials
9. Targets high-risk points
10. Explains coverage and costs

Enliven Results



Final Aim Examples

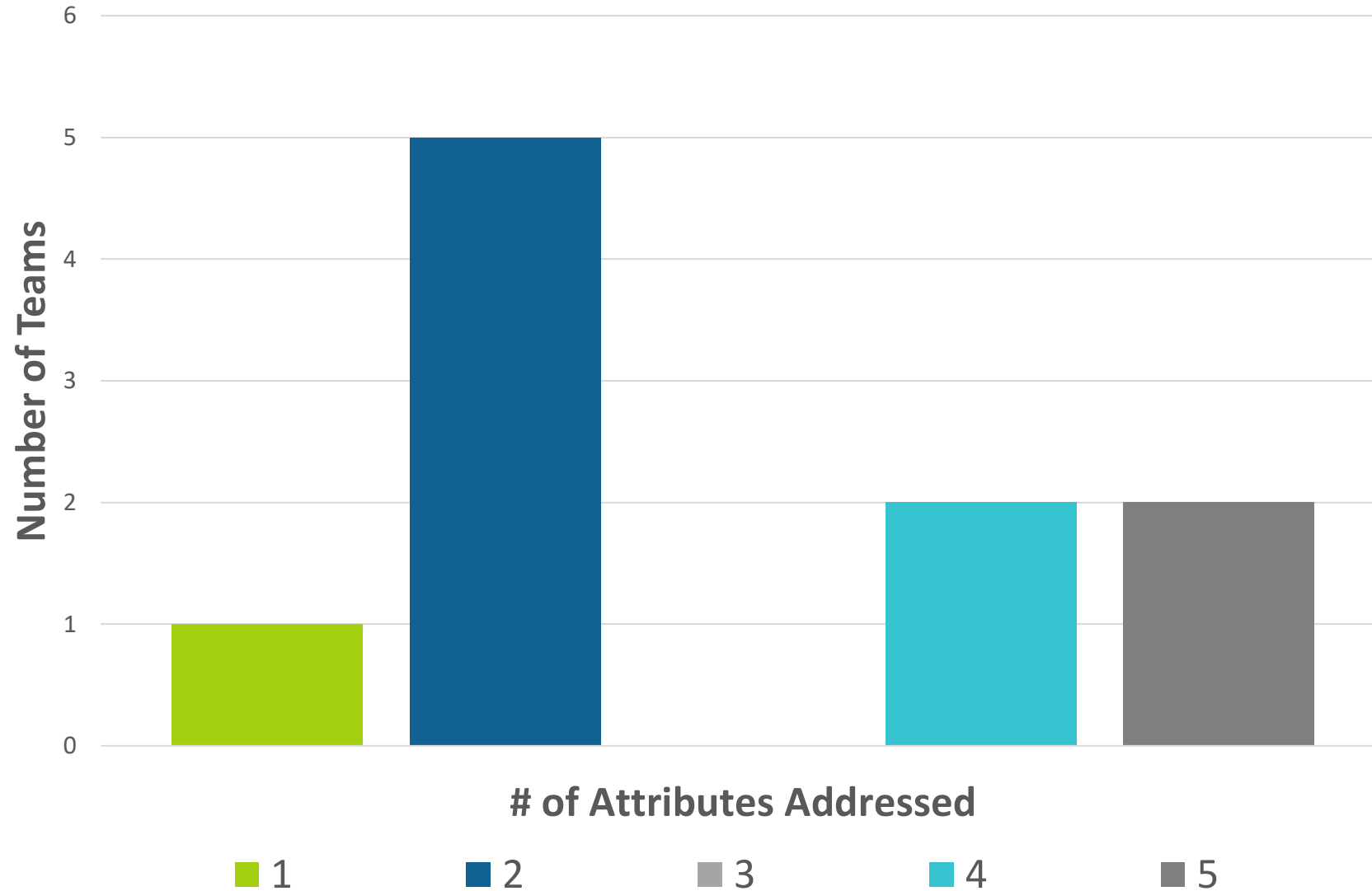
Organizational

By February 2024, CPH will align CLAS plan to Enliven Attributes through implementation of Wayfinding (initiated by CPHI and supported by leadership) to make Attributes 5, 7 and 8 (and CLAS standard #8) more present within our organization.

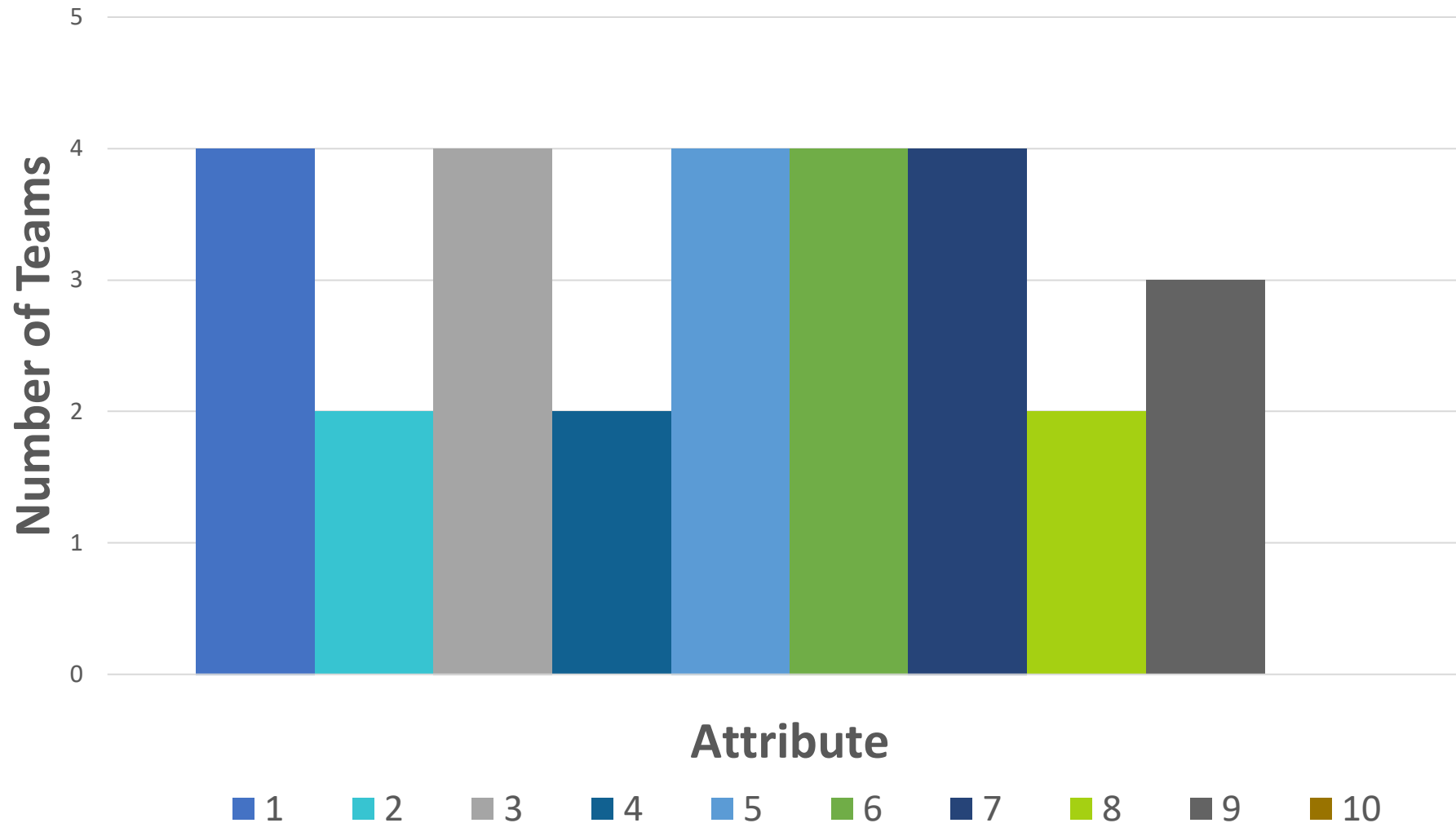
Focused

By 6/30/2023, in direct collaboration and partnership with our home visiting staff, we will improve families' understanding of their healthcare options and their role as informed decision makers in their healthcare. Families will report increased confidence talking about what they need to give their informed consent for healthcare for themselves and their children.

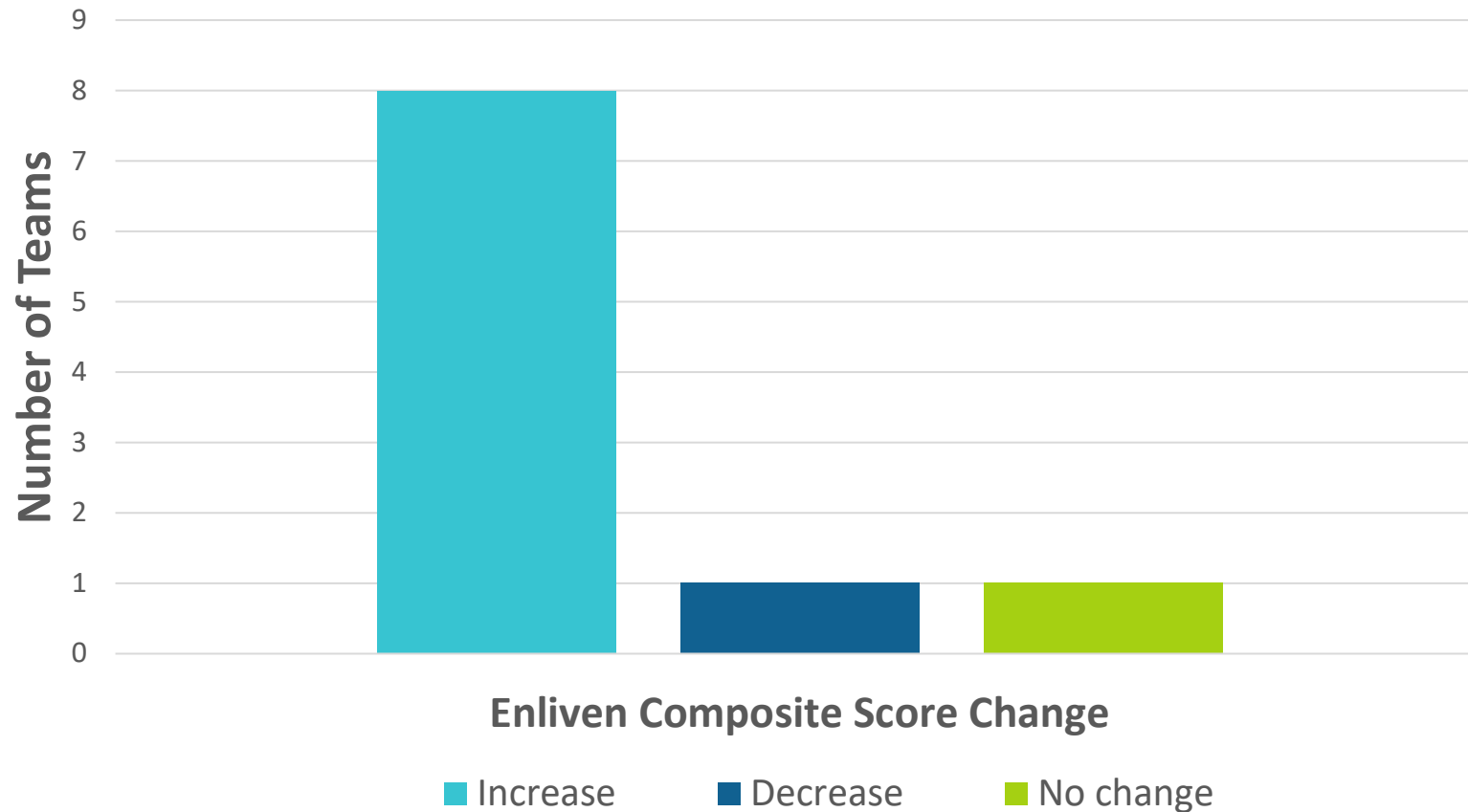
Number of Attributes Addressed by Teams



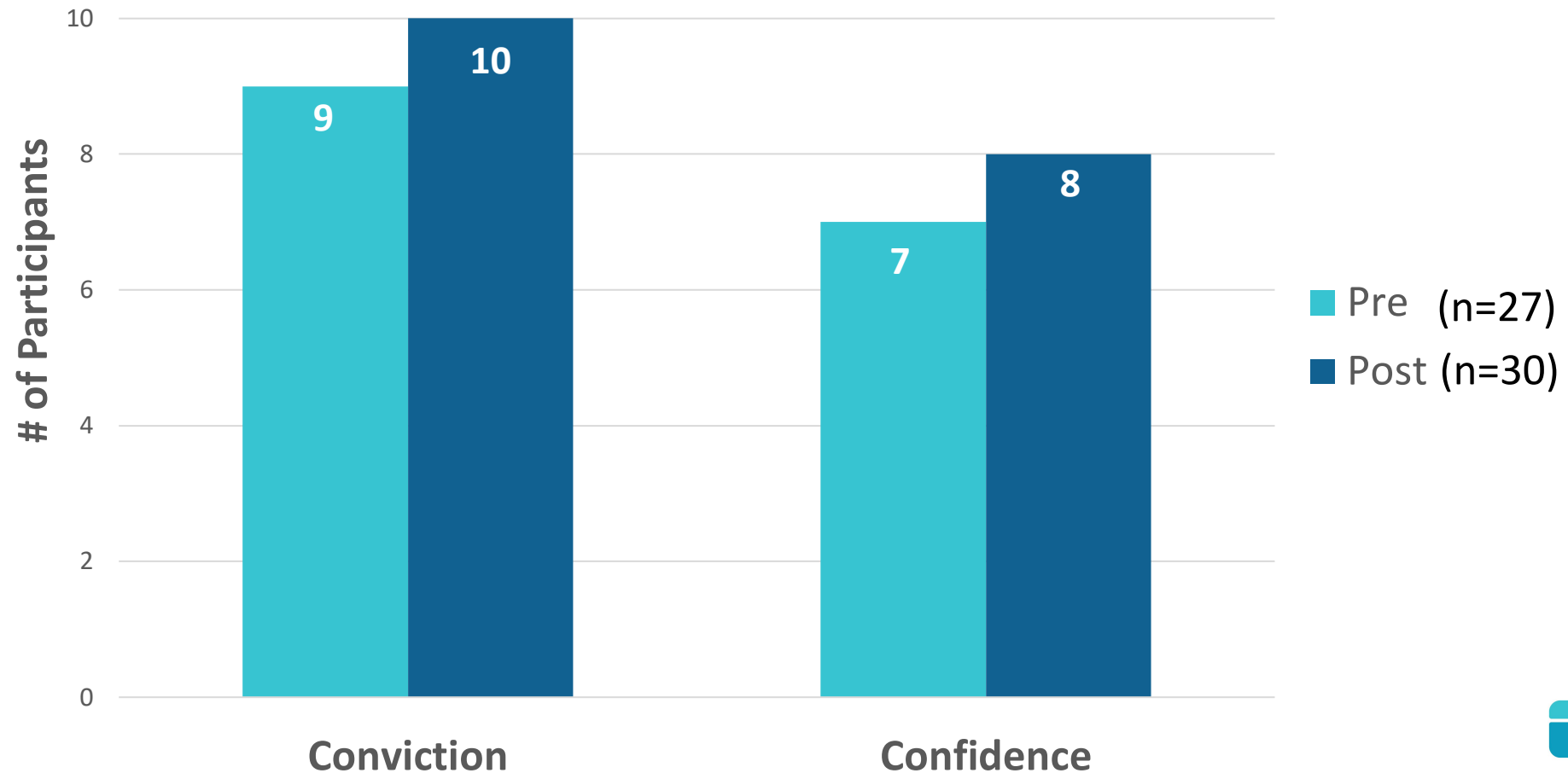
Number of Teams Addressing Each Attribute



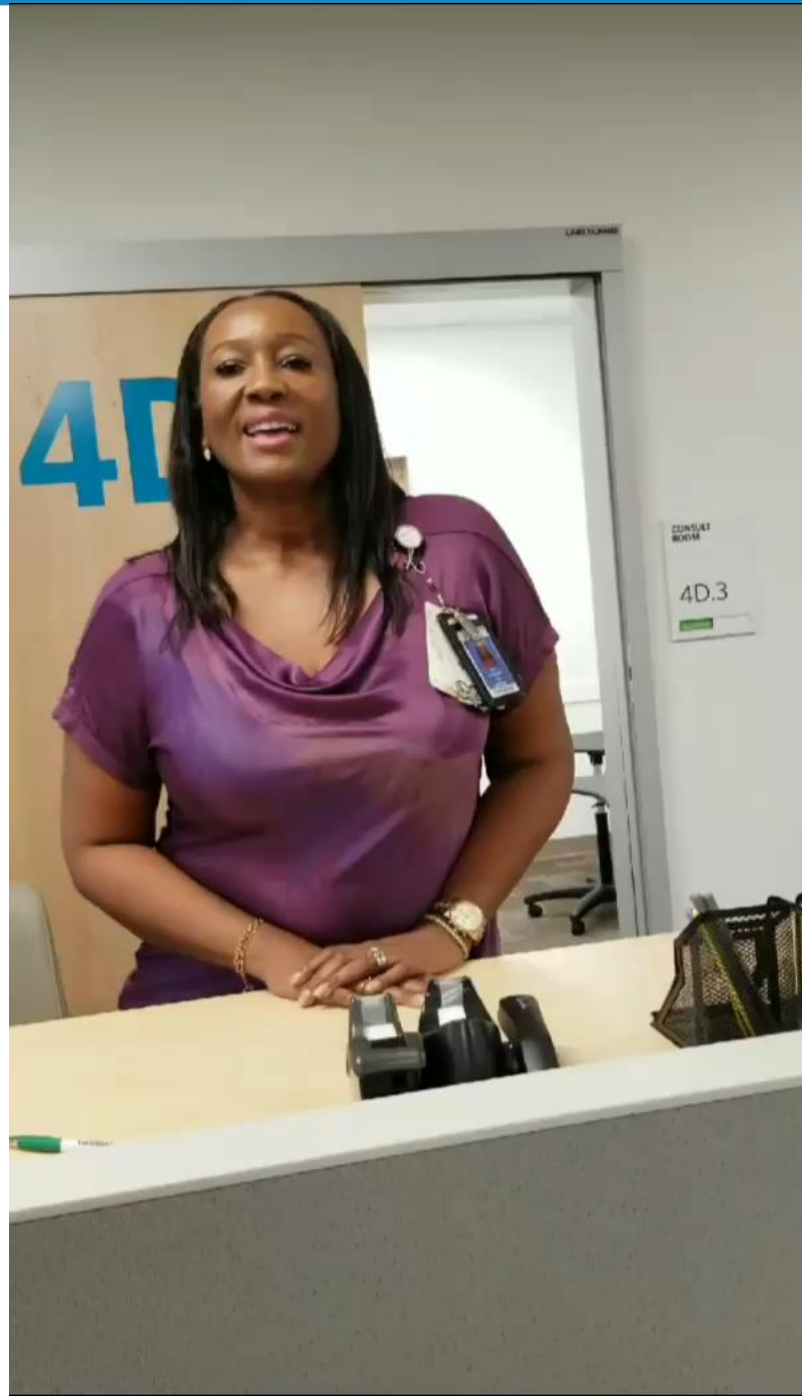
Team Advancement as Health Literate Organizations, Based on Enliven Assessments (n=10)



Change in Pre/Post Conviction and Confidence among HLLC Participants



Health Equity HL Team





MATERNAL- INFANT HOME VISITATION TAKEAWAYS

In 1-2 words... Who or what inspired you during the Health Literacy Learning Collaborative?



