

Session Agenda



Health & Wellness Promotion Session 3: Health Literacy Basics

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SESSION 3

Health Literacy Basics

2 Hours Total (120 mins)

KEY

Italicized statements/sentences:

what the facilitator can say.

Facilitator Tips:

recommendations to aid facilitation.

MATERIALS NEEDED:

- Name Tags
- Copies of Learner Manuals
- Pens
- Stop watch
- Large Poster Board Paper /Markers
- Laptop/projector for PowerPoint

Welcome/Introduction

15 min

Welcome to session 3 of the Health & Wellness Specialization track training series.

- Session 1: Health and Wellness Promotion
- Session 2: Health Communication
- **Session 3: Health Literacy Basics**
- Session 4: Characteristics, Competencies and Resources for PSS in Health & Wellness Promotion
- Session 5: The Peer Role in Health and Wellness
- Session 6: H & W Learning Collaborative Overview

The focus of our session today is *Health Literacy Basics*.

Ask: Before we start the lesson, any edits to the group agreement?

Begin Lesson

Last time we met, we focused on the importance of social support for health promotion, identified strategies to improve health communication such as active listening, OARS, and a nonjudgmental approach and finally, we discussed how low health literacy negatively affects health communication.

Review of Homework

You were asked to review and complete the ALL ASPECTS OF HEALTH LITERACY SCALE (AAHLS)

Facilitator Tip

Have the link to the scale ready to share if needed.

https://healthliteracy.bu.edu/documents/34/AAHLS_Tool.pdf

Facilitator Notes

The questions you were asked to reflect on were: What are your perceptions about the AAHLS questions? What might be helpful as a Peer Supporter? What might you add? How might individual experiences such as race, culture, gender, education, sexuality, gender expression, languages spoken, experiences in the mental health system and other personal attributes shape a peer's health literacy?

Who would like to share their answer to the first question? (Second question? Third? Etc.)

Facilitator Notes

Facilitator Tip:

- There is limited time for this homework review – to keep this section succinct, have a different Learner for each question offer their answers and/or observation

Session 3: Learning Objectives

5 mins

The learning objectives for online course 3 of the H&W Specialization

Track are:

- Define health literacy.
- Identify the influence of culture, vocabulary, and emotional reactions on health literacy.
- Identify the relationships between health literacy, health, and well-being.
- Recognize health literacy "universal precautions."
- Recognize strategies for minimizing self-stigma related to health literacy

For todays in person training session, we will specifically focus on two of those objectives:

- Define health literacy.
- Identify strategies to explore health literacy

Presentation Part 1: Health Literacy

10 mins

Ask: What do you think of when you hear the term Health Literacy?

Health literacy is "a set of skills that people need to function effectively in the health care environment (Berkman et al., 2011)." Put another way, health literacy is the ability to get and understand information about health and health choices so a person can make the best health decisions for themselves.

Health literacy is a combination of other types of literacies. For example,

- Being able to read at a high school level is required to understand printed information, like a doctor's recommendations.
- Speech literacy is important during visits with health providers to understand information and ask questions when something is unclear.
- Similarly, math skills are needed to understand things like daily medication dosages.

- Other components of health literacy include problem-solving, synthesis and analysis of information, abstract thinking and reasoning, the capacity to recognize patterns, and the ability to generalize from those patterns.
- Attitudes, beliefs, self-efficacy, and motivation also play a part in being able to apply what you know to good self-care.

Facilitator Notes

Our health and health literacy can benefit or be negatively influenced by our emotional reactions, language, and culture. Culture includes the values and beliefs we hold and the groups we belong to, such as ethnicity, race, geographical region, etc.

(Centers for Disease Control, 2021). Culture can include many health-related beliefs and customs, including:

- How medical care should be provided.
- When to get health care
- Who in the family makes health care decisions.
- Religious and faith traditions regarding health
- Dietary customs
- Gender roles in health

Facilitator Tips:

- Multiple examples of factors that affect health literacy are presented in this section of the session. Ask Learners for other examples that may not be included in the manual.
- Allow one or two Learners to answer the warmup question, "What do you think of when you hear the term Health Literacy?"
- Once a few people have responded, direct Learners to the manual with the definition of the term and additional details as you review that content.

Activity/Exercise/Reflection #1

25 min

(5 mins for instructions, 15 minutes for activity, 5 mins for large group processing= 25 minutes)

Apply knowledge about health literacy using a scenario

Step 1: Share Maria's Story

Maria was born in Mexico and has been in New York since she was 15 (she is 45 now). While she does speak some English, she prefers to speak Spanish to her friends and family. Maria's mother and aunts were diagnosed with heart disease in their early 40s, and her mother died at age 46 from a heart attack. Maria has not been feeling well and is concerned that she could also have heart disease. To address this concern, she goes to church regularly and is drinking a shake her family claims will help prevent heart problems. A friend from work convinces Maria to see a doctor about how she's been feeling.

Step 2: Ask Learners to create small groups of 3-4 and ask for one person to serve as a note-taker and another (or the same) person to report findings to the larger group.

Facilitator Notes

Step 3: Please consider the following discussion questions. Your small group will have 15 minutes to discuss.

- What barriers might get in the way of Maria's health literacy if she goes to the doctor?
- What questions might you ask Maria as a Peer Supporter to learn more about her health experiences and health literacy?
- How might you use your own experiences to support Maria's experience?

Step 4: As a large group re-convene to discuss the 3 discussion questions. Ask each group reporter to summarize their group discussions.

Facilitator Tips:

- Consider including all the below points about this scenario. For Maria's health literacy the following concepts may be important:
- Culture – A doctor should not dismiss Maria's beliefs in the importance of attending church and drinking the family's recommended shake. Language- Maria is most comfortable speaking Spanish, so an interpreter will be important.
- Emotions- Maria might feel anxious about being a similar age as her mother was when she died of heart disease. She might also be suspicious of doctors, depending on her personal and family history with healthcare visits.
- You might use a handout to share 1 per group and/or display the scenario on a projector. A visual cue can help Learners feel more comfortable with the materials.

Presentation Part 2: Teach Back Method

15 mins

Ask: What is the teach back method?

Share: A way to make sure you—the health care provider—explained information clearly. It is not a test or quiz of patients.

- Asking a patient (or family member) to explain in their own words what they need to know or do, in a caring way.
- A way to check for understanding and, if needed, re-explain, and check again.
- A research-based health literacy intervention that improves patient-provider communication and patient health outcomes

Here are some Tips for using the Teach Back Method.

- Use a caring tone of voice and attitude.
- Display comfortable body language and make eye contact.
- Use plain language.
- Ask the patient to explain back, using their own words.
- Use non-shaming, open-ended questions.
- Avoid asking questions that can be answered with a simple yes or no.

- Emphasize that the responsibility to explain clearly is on you, the provider.
- If the patient is not able to teach back correctly, explain again and re-check.
- Use reader-friendly print materials to support learning.
- Document use of and patient response to teach-back.

Facilitator Notes

Activity/Exercise/Reflection #2

25 mins

(5 mins for instructions, 12-15 minutes for activity, 5 minutes for processing=25 minutes): Review the Teach Back Strategy

This activity will require Learners to work in small groups. Ask each small group to consider the following situation by reading it out loud or asking for a volunteer to read it aloud.

Dave, a Peer Supporter, is working with Jess. Jess comes to a meeting and reports that their health provider gave them 3 new prescriptions to fill. They also say that they feel overwhelmed with all the medication and the instructions.

Step 1: Ask Learners to re-convene in their small groups from activity 1.

Step 2: Ask the Learners to review the material together and consider the following questions:

- Which of the 10 Elements of Competencies for the Teach Back Method might be most important in this scenario? Why?
- What questions might Dave ask to learn more about the situation?
- How might Dave use the Teach Back method to support Jess?
- What might get in the way of using the Teach Back method in your work?

Step 3: Bring the groups back together. As a large group, discuss the questions the group came up with, "How Dave might use the Teach Back method, and how could Dave use his own experiences to support Jess?".

Facilitator Tips:

- Please download the "Always Use Teach Back Method: 10 Elements of Competence for Using Teach-back Effectively" and have copies available for Learners.
http://higherlogicdownload.s3.amazonaws.com/HEALTHLITERACYSOLUTIONS/b33097fb-8e0f-4f8c-b23c-543f80c39ff3/UploadedImages/docs/Teach_Back_-_10_Elements_of_Competence.pdf
- It may help Learners to think about their communication style in this activity. For example, using the Teach Back method requires good listening skills and use of reflective responding.

Summarize the Session

Facilitator Notes

- Today we focused on health literacy and the factors that can affect an individual's health literacy skills.
- We also Identified one strategy to explore and enhance health literacy, the Teach Back Method.

Ask: What was your biggest discovery today?

Facilitator Tips:

- If you are short on time left, you can ask for volunteers.
- If you have enough time, you can try a round robin approach where each person in the room gets a chance to share.

Homework

- Watch this video about people experiencing challenges with health literacy- <https://www.youtube.com/watch?v=BgTuD7i7LG8>
- What emotions did you notice from the people receiving health care?
- What kind of literacy skills could you identify?

In our next session we will be focusing on the Characteristics, Competencies and Resources for PSS in Health & Wellness Promotion.

Next Session:

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