



HEALTH LITERACY FOR THE WIN!



University of Kentucky
College of Agriculture,
Food and Environment
Cooperative Extension Service

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Facilitator Guide

It is estimated that only 12% of the U.S. adult population is considered fully “health literate.” This means that almost 9 out of 10 adults are at or below basic levels of health literacy. They experience serious challenges understanding and using basic health information to make informed decisions about their personal health. Unfortunately, those who experience poor health literacy are also more likely to experience poor health outcomes. This lesson has been developed in efforts to increase health literacy in your community and empower community members to step up and lead their health-care team in reaching their overall health goals.

PROGRAM OBJECTIVES

- As a result of this program, participants will be able to define “health literacy.”
- As a result of this program, participants will be able to determine strategies for making well-informed health decisions.
- As a result of this program, participants will be able to explain the importance of communicating effectively with their health-care team.

LESSON MATERIALS

- PowerPoint presentation
- Pre- and post-lesson evaluation
- Flyer
- Logo
- Social media graphic
- Word scramble activity
- Role-playing scenarios (3)
- Question list
- Leader lesson letter



FACILITY AND EQUIPMENT REQUIREMENTS

In-Person

- Meeting space
- Tables and chairs for participants
- Projector for PowerPoint presentation
- Materials for selected activities

Virtual

- Computer and virtual lesson platform (e.g., Zoom)
- Webcam
- Internet connection
- Materials for selected activities

AUDIENCE

Certain populations may benefit from this content more than others. Consider how you can reach the following populations in your community: older adults, racial and ethnic minorities, individuals pursuing their Graduate Equivalency Degree (GED), and English as a Second Language (ESL) groups. Other potential audiences include Homemaker groups and clubs, parenting groups, adolescents, young adults and those helping older parents navigate health care, senior citizen centers, and grandparent groups. This lesson would work well in partnership with local health-care clinics, health departments, WIC and SNAP offices, and other services that support limited-resource families.

PARTNERS

There may be several organizations within your community that have an interest in increasing health literacy. Examples of potential partners for implementation, additional resources, and recruitment include, but are not limited to, community health workers, local health departments, social workers, patient navigators, Federally Qualified Health Centers (FQHCs), and other relevant organizations (e.g., AARP).

PREPARATION

In-Person

- Determine what activities you will incorporate into the lesson.
- Make copies of the handout, evaluation sheet, and any other necessary activities (see below).
- Review the PowerPoint presentation and notes sections.
- Gather pens and pencils for completion of activities and evaluation sheet.
- Market the program through appropriate channels for the intended audience.
- Reserve a room and equipment needed for the program.



Virtual

- Develop plans for online implementation (e.g., Zoom, Facebook Live, Google Classroom).
- Market the program and share login information with interested and registered individuals.
- Email or mail the necessary handouts.
- Establish whether an online survey is required for the evaluation or if paper copies will be mailed and returned.

LESSON OVERVIEW

1. Introduction

Have you ever been to see your health-care provider and didn't understand words they were using? Or have you ever been given a prescription and didn't fully understand what the label was telling you? Are you supposed to take the prescription with food or on an empty stomach? It is OK if you have had questions like those and didn't know the answer. We have all been there. This program is about health literacy, what it means, and what you can do to be health literate. The goal of this lesson is to help build health literacy skills or provide you information that will help you help someone else you care for.

2. Optional activity

Before starting the presentation, begin with the brainstorming activity (see Activity Ideas on page 4 for details).

3. Presentation

Lesson objectives are woven throughout the presentation. The goal is to provide a basic understanding of health literacy and related concepts that would allow participants to use that information in practice (e.g., understand prescription bottle labels). Presentation notes can be found in the Notes section of the PowerPoint.

4. Optional activities

After the presentation, consider repeating the brainstorming activity to see if participants demonstrate a shift in understanding of health literacy and health literate behaviors. Further, consider implementing the role-playing activity after the presentation (see Activity Ideas on page 4 for details).

5. Wrap-up and evaluation

Provide an opportunity for individuals to ask questions. Provide any additional resources you intend to pass out (e.g., publication, word scramble). Finally, distribute the evaluation tool provided for the program. If an electronic version and/or QR code is needed for virtual programming or in-person use, please contact Heather Norman-Burgdolf at heather.norman@uky.edu.



ACTIVITY IDEAS

1. Brainstorming activity

Before the presentation, have participants respond to one or more of the questions listed below. Use a flipchart or preferred method to capture responses. For larger groups, break into pairs or smaller groups for discussion. Bring the group back together for sharing. Consider repeating the activity at the conclusion of the presentation to see a shift in knowledge gained.

- When you hear “health literacy,” what comes to mind?
- If someone is health literate, what are examples of things they do?
- What are some confusing medical words you’ve heard before?

2. Role-playing scenarios

Three different role-playing scenarios have been provided. If you plan to use these in your program, review the scenario in advance to prepare any props necessary for the scenario (e.g., cell phone, chart, paper).

3. Supplemental videos

Three videos are provided with the lesson and can be used in multiple ways. If time permits during the program, videos can be incorporated to supplement the presentation into the slide deck or shown separately. Videos could also be used by the presenter to prepare for teaching the lesson.

4. Word scramble activity

Consider distributing at the end of class as a handout to be taken home by participants or use it during class while participants wait for the lesson to begin.

EVALUATION

Distribute the one-page evaluation tool at the end of the program. The results will inform the success story below. If you need a Qualtrics link for the evaluation, please contact Heather Norman-Burgdolf at heather.norman@uky.edu.

SAMPLE SUCCESS STORY

It is estimated that only 12% of the U.S. adult population is considered fully “health literate.” This means that almost 9 out of 10 adults are at or below basic levels of health literacy. They have a hard time understanding and using basic health information to make informed decisions about their personal health. Unfortunately, those who experience poor health literacy are also more likely to experience poor health outcomes. Health literacy is a primary goal within Healthy People 2030, with the ultimate intention of eliminating health disparities and reaching health equity for all Americans. Further, the everchanging public health landscape in our country requires health literate individuals, and we must address this issue in our communities.



To fill this educational gap in basic health literacy, the _____ County Extension Office hosted the one-time program *Leading Your Team: Health Literacy for the Win*. Extension developed this program to increase health literacy across Kentucky communities and empower community members to step up and lead their health-care team in reaching their overall health goals. _____ people participated in the workshop (add additional information about location/partnership/demographics here).

Of those who participated and were surveyed, _____% and _____% indicated they could better define "health literacy" and recognized strategies for making well-informed health decisions, respectively. _____% stated they increased their level of understanding regarding the importance of communicating with their health-care team. Further, _____% expressed the intention to write down information about medications before appointments, while _____% expressed the intention to prepare questions for their health-care team before appointments.

Insert any personal statement or comment from participant(s) as a conclusion.

MARKETING

This program includes a marketing flyer, logo, and social media graphic you can distribute to community partners and/or post to social media accounts for recruitment.

Newspaper/newsletter/radio spot

Have you ever been confused by the words your doctor was using during an appointment? Or maybe you were unsure when and how often to take a prescription medicine? These are just common examples of opportunities to use health literacy. It is estimated that only 12% of the U.S. adult population is considered fully "health literate." This means that almost 9 out of 10 adults are at or below basic levels of health literacy. They have a hard time understanding and using basic health information to make informed decisions about their personal health. Extension developed this lesson in efforts to increase health literacy in our community and empower you to step up and lead your health-care team in reaching your overall health goals.

The _____ County Extension Office will be hosting a workshop titled *Leading Your Team: Health Literacy for the Win* at INSERT TIME, DATE, and LOCATION and ADDITIONAL DETAILS IF OFFERING THIS CLASS VIRTUALLY. Join us for this program in which we will increase your health literacy and empower you to step up and lead your health-care team in reaching your overall health goals. You will not want to miss this fun and interactive lesson!

Social media

Nine out of 10 adults in the U.S. struggle with health literacy. This means they may find it difficult at times to understand and use health information to make decisions. Join us for this one-time program at INSERT TIME and DATE at the LOCATION. We will focus on understanding basic aspects of health literacy and what that can look like in your day-to-day life. *Attach flyer or social media graphic to the social media post*



ADDITIONAL EXTENSION RESOURCES

Publications

The following publications are useful when working with a group that has particular interest in cancer. These publications provide lists of questions to ask health-care providers that may be helpful for managing cancer treatment and/or survivorship.

- FCS8-120 Understanding the Basics of Cancer
- FCS8-121 Interacting with Someone with Cancer
- FCS8-122 Caring for Someone with Cancer
- FCS8-123 Managing Nutrition during Cancer
- FCS8-124 Taking Care of your Mental Health during Cancer

The following publications provide brief overviews of the most common chronic conditions in Kentucky.

- FCS3-612 It Starts with Body Weight
- FCS3-613 Why Blood Sugar Matters
- FCS3-614 All About Blood Pressure
- FCS3-615 Healthy Choices for a Healthy Heart
- FCS3-616 Say Yes to Cancer Prevention
- FCS3-617 Breathe Easy with COPD

Podcast episode

Health Literacy: Understanding what your doctor is telling you (2019): <https://ukfcsext.podbean.com/e/health-literacy-understanding-what-your-doctor-is-telling-you-1568030699>

Information releases

- February is National Wise Health-Care Consumer Month (2021)
- Tips for Communicating with your Health-care Provider (2013)

REFERENCES AND RESOURCES

- Health Literacy Kentucky: <https://kyvoicesforhealth.org/health-literacy-kentucky>
- Health Resources & Services Administration: <https://www.hrsa.gov/about/organization/bureaus/ohe/health-literacy>
- Agency for Healthcare Research and Quality: <https://www.ahrq.gov/questions>
- Centers for Disease Control and Prevention: <https://www.cdc.gov/healthliteracy/learn>
- Office of Disease Prevention and Health Promotion: <https://health.gov/our-work/national-health-initiatives/healthy-people/healthy-people-2030/health-literacy-healthy-people-2030>

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