

Health Literacy

Part 1:
Communicating the Message



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Agenda

- 01** Introduction – Facilitators & EPRC
- 02** Learning Objectives
- 03** Health Literacy as a Social Determinant
- 04** Communicating the Message
- 05** Barriers to Comprehension
- 06** Plain Language
- 07** Check for Understanding
- 08** Recap & Resources



Emory Prevention Research Center

Partnering with communities and leveraging research to prevent cancer and promote health equity

Prevention Research Centers (2019-2024)





Emory Prevention Research Center (EPRC)

Core (CDC-funded) research focuses on cancer prevention & reducing health disparities related to chronic disease in **rural** communities

Based in the Department of Behavioral, Social, and Health Education, Rollins School of Public Health, with strong connections to Winship Cancer Institute

Funded by CDC from 2004-2014, and now again 2019-2024

Strong partnership in **southwest Georgia** since 2004, building on Cancer Coalition of South Georgia's (now called Horizons Community Solutions) Board of Directors for our **Community Advisory Board** initially and prior study on smoke-free homes

Encourage and support SIP proposals to focus on southwest Georgia when appropriate



RESEARCH



EVALUATION



TRAINING



COMMUNITY



DISSEMINATION



Training Symbols

01



Zoom Poll

02



Annotate Feature

03



Video Clip

04



Breakout Room
OR
Chat

Learning Objectives



Describe health literacy and how it impacts public health



Identify barriers to comprehension of health information



Demonstrate effective oral communication using plain language



Which of the following is the strongest predictor of an individual's health status?

A Age

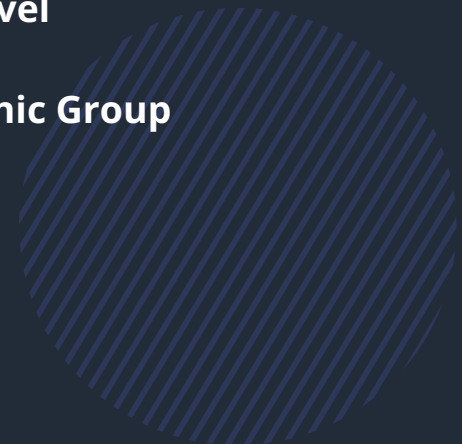
B Income

C Health Literacy Skills

D Employment Status

E Education Level

F Racial or Ethnic Group



What is Health Literacy?

“The degree to which individuals have the capacity to **obtain**, **process**, and **understand** basic health information and services needed to make appropriate health decisions.”

Low health literacy is more prevalent among:

- Older adults
- Minority populations
- Medically underserved people
- Those who have low socioeconomic status

Instances when individuals with low health literacy may have difficulty

- Sharing their medical history with providers

- Knowing the connection between risky behaviors and health

- Understanding directions on medications

- Seeking preventative health care

- Managing chronic health conditions

- Making informed health decisions (public health!)



Low health literacy is linked to...

- Increased hospital stays and visits to the ER

- Less likely to follow treatment(s)

- Avoidance of important medical tests

- Absence or decrease in preventative health behaviors

- Higher mortality rates

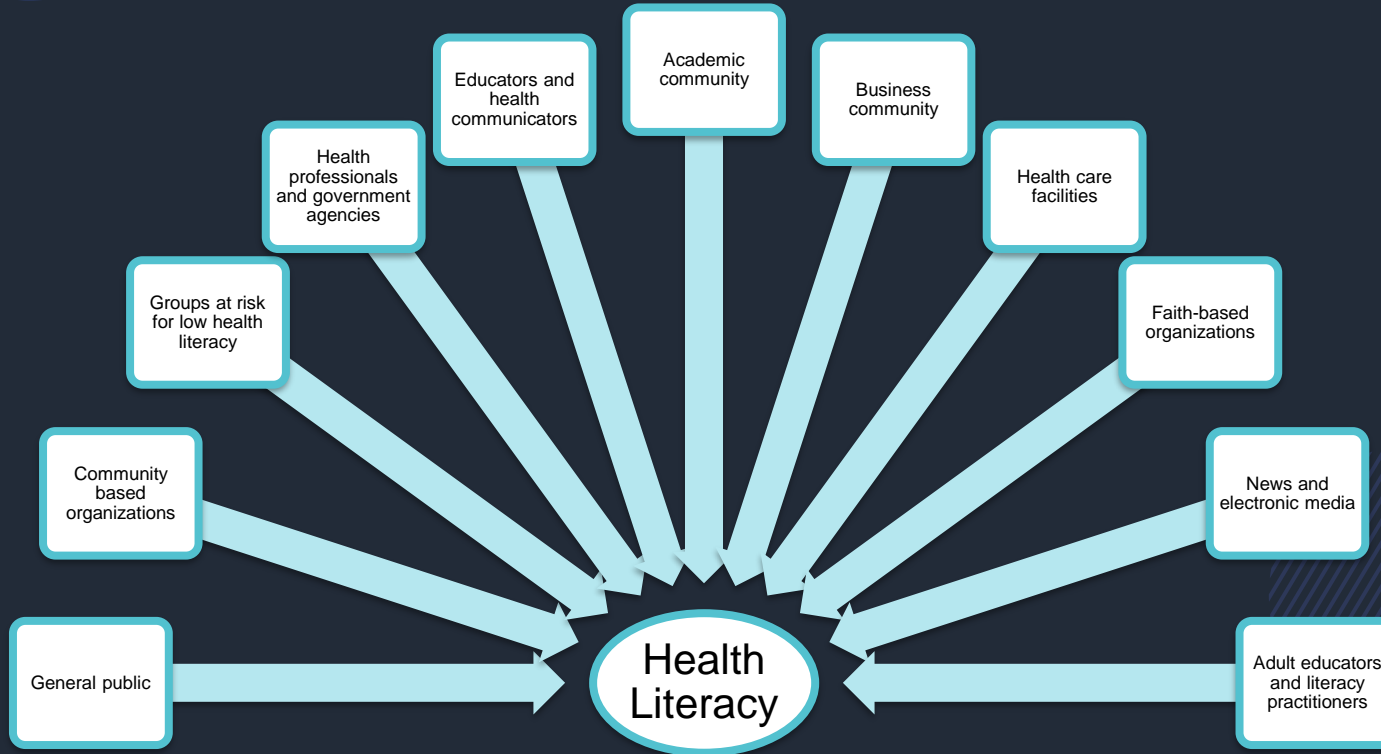
- What else?

Importance Across Sectors

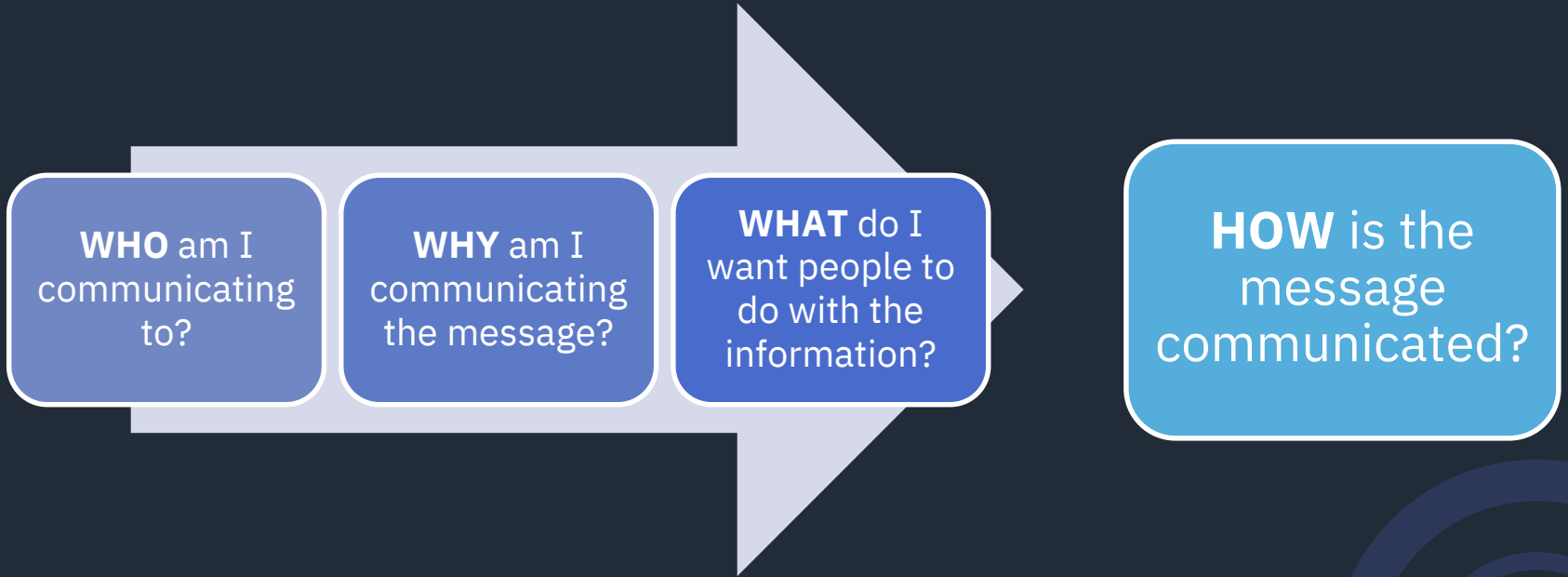
Health literacy	Access or obtain information relevant to health	Understand information relevant to health	Appraise, judge or evaluate information relevant to health	Apply or use information relevant to health
Health care	1) Ability to access information on medical or clinical issues	2) Ability to understand medical information and derive meaning	3) Ability to interpret and evaluate medical information	4) Ability to make informed decisions on medical issues
Disease prevention	5) Ability to access information on risk factors	6) Ability to understand information on risk factors and derive meaning	7) Ability to interpret and evaluate information on risk factors	8) Ability to judge the relevance of the information on risk factors
Health promotion	9) Ability to update oneself on health issues	10) Ability to understand health-related information and derive meaning	11) Ability to interpret and evaluate information on health-related issues	12) Ability to form a reflected opinion on health issues



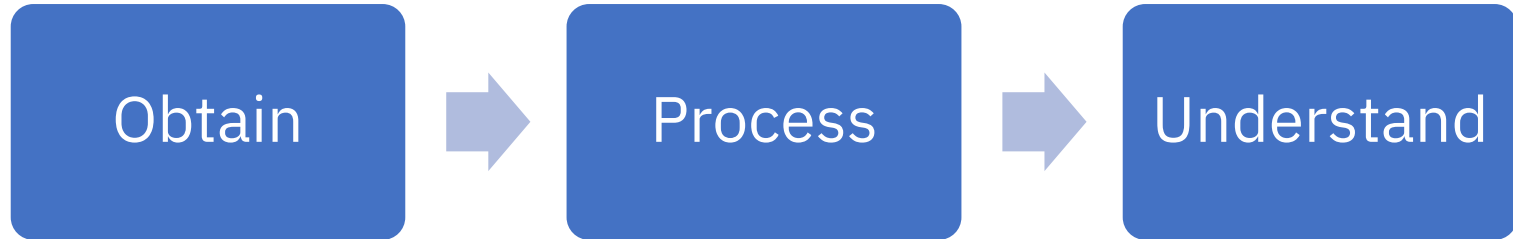
Major Stakeholders



Communicating the Message



The WHO Receiver (patient, client...)



...



...



The **WHY** Purpose of Message



The **WHAT** Actionable Steps

The **HOW** Communication Planning


Define the audience

Describe what they need to know

SOCO

Start with 2-3 key topics/pieces of information

Let audience ask questions



The single overriding
communication objective
(SOCO) is the main message to
your target audience

SOCO

It has 2 components:

KEY MESSAGE

Describe the key
point

KEY FACTS

Discuss the 2-3
most important
facts you want
people to know

1

- What is the SOCO?

2

- What are the key points?

3

- What key facts did they give?

VACCINE FACTS



COVID-19 Booster Frequently Asked Questions

Do you have questions about COVID-19 booster shots?
Find your answers below and visit mass.gov/CovidVaccine

Why do I need to get a COVID booster?

The COVID-19 vaccine is highly effective, but like many vaccines, a booster shot is needed to ensure the most protection over time. The COVID-19 booster provides added protection from the virus and its variants. Getting a booster helps prevent serious illness, hospitalization and death.

Which boosters are available?

Pfizer, Moderna, and Johnson & Johnson boosters are now available. They are all safe, effective, and free.

What do I need to bring with me to get a booster?

You don't need an ID, health insurance, or a vaccine card to get a COVID booster. However, having your health insurance card and COVID-19 vaccine card can make your visit as quick as possible.

Is it time for me to get my booster shot?

Everyone should stay up to date with their vaccinations based on age and health status. You can get a booster if you are 12+ and it has been 5 months since your second dose of Pfizer, if you are 18+ and it has been 5 months since your second dose of Moderna or 2 months since your single dose of Johnson & Johnson.

Which booster should I choose?

All boosters are effective and based on CDC and FDA guidance, can be mixed and matched. If you have questions about your booster shot, talk to your health care provider.



Learn more at:
mass.gov/CovidVaccine

English IM325 January 2022

The **VACCINE SAVES LIVES**



Verbal Communication

- Reduces the need to read

- Can reinforce print materials

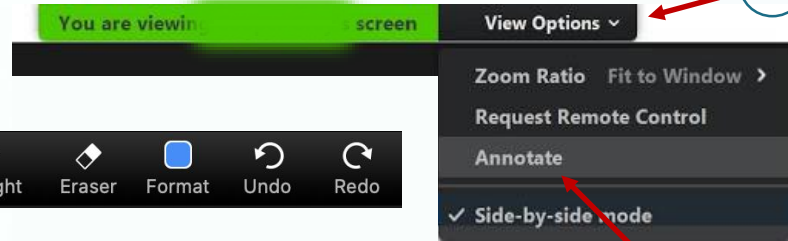
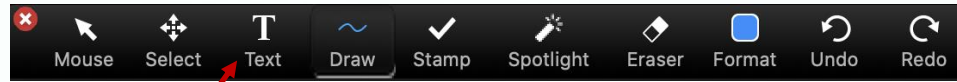
- Content can be delivered to more than 1 person (caregivers)

- Can relay information in several ways and repeat

- Audio information can be delivered quickly and is accessible to those who may have a hard time reading



Annotate



3

2

1

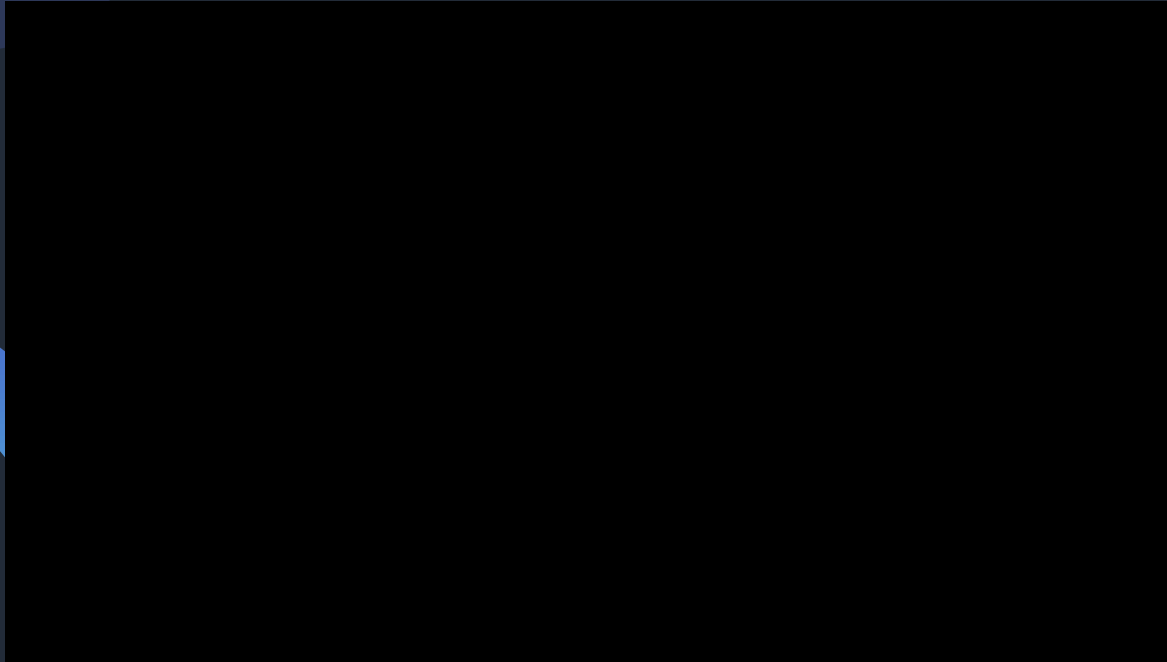


Barriers to Comprehension





That Makes Perfect Sense!



(0:41 – 1:21)



How much did you understand?

A

All of it! (but I'm lying)

C

Something about Marty McFly
and the flux capacitor

B

I knew some of those words

D

My brain hurts



Plain Language

Plain language is communication (oral and written) designed to ensure the reader understands as quickly, easily, and completely as possible

Benefits:

- More people are able to understand your message
- Gets your message across in the shortest time
- Reduces the chance that your communication/document will be misunderstood



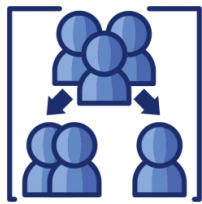
Sources:

Text: plainlanguage.gov

Image: medium.com/health-literacy

Principles of Plain Language

Principle	Example
Say things in active voice with strong verbs. Use the passive voice only in rare cases.	Passive: The form was processed and returned (by zombies). Active: We processed the form and mailed it to you.
Use short sentences as much as possible.	
Use everyday words. If you must use technical terms, explain them on the first reference.	“Get shot” instead of “receive” Plain-Language-Word-List (multco-web7-psh-files-usw2.s3-us-west-2.amazonaws.com)
Omit unneeded words.	Keep it simple, stupid (KISS principle)
Keep the subject and verb close together.	
Proofread what you want to say, and have a colleague proof it as well.	



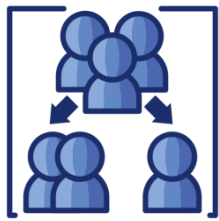
Word Swap Exercise: Replace with a similar word

Harder word	Simpler word
1. Detrimental	
2. Incorrect	
3. Participate	
4. Prescription	
5. Requirement	
6. Significant	

1. Read the word in the first column
2. Think about an easier way to say the word
3. See how many you get



Help Lifeline: [Plain-Language-Word-List \(multco-web7-psh-files-usw2.s3-us-west-2.amazonaws.com\)](https://multco-web7-psh-files-usw2.s3-us-west-2.amazonaws.com)



Other Examples (phrases)

Use known words

Be clear

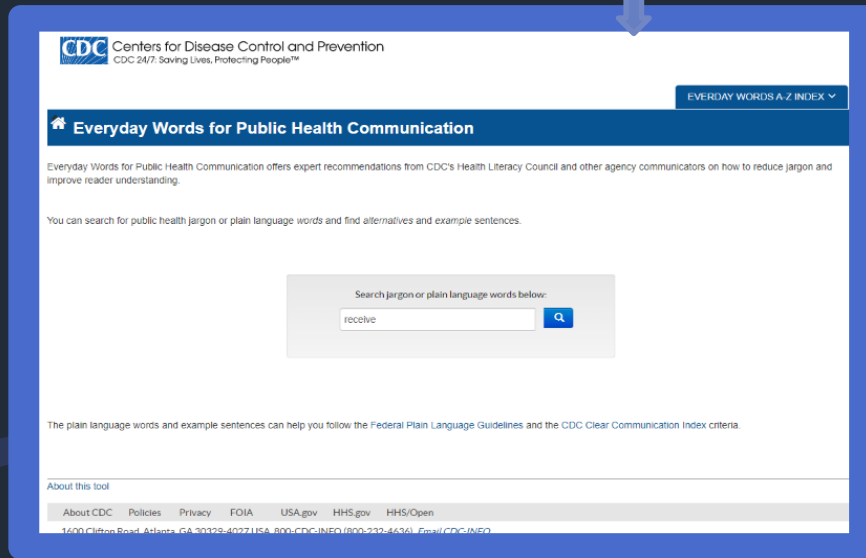
Be specific

Be concrete

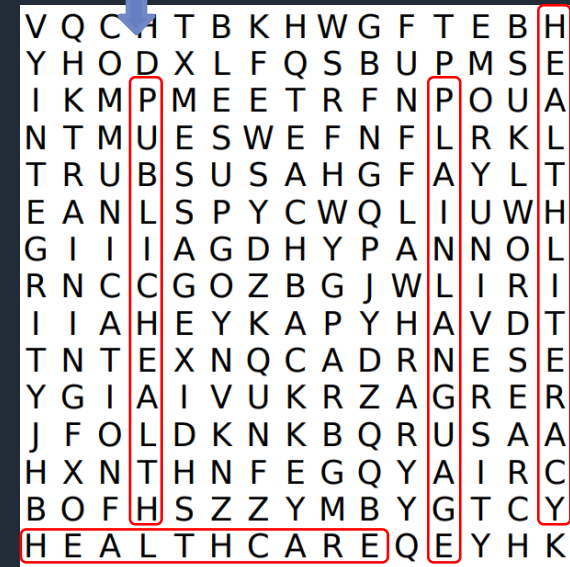
Harder	Easier
Practice social distancing	Stay at home. Get groceries once per week.
Contact us with any questions	If you have any questions you can call us at (xxx-xxx-xxxx) or email us at...
Find a designated driver	Make sure there is someone who can drive you that is sober/has not been drinking alcohol
You are eligible	You can get it
Respond	Let us know

Everyday Word Search

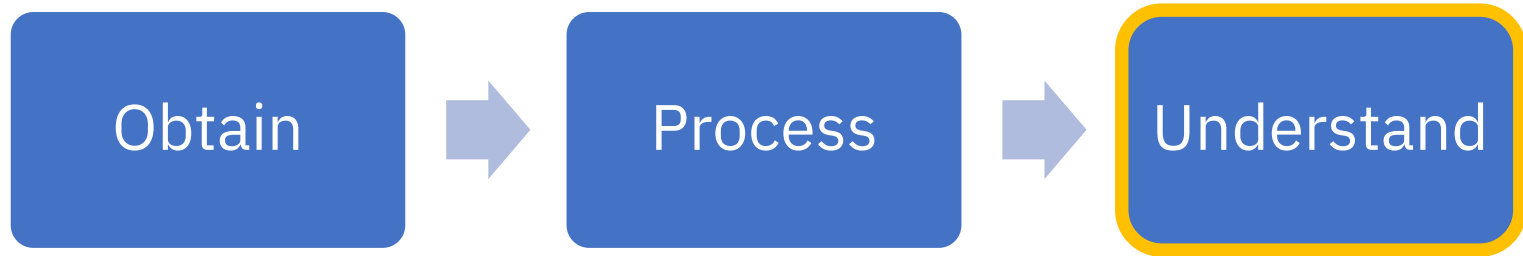
THIS



Not this



The WHO Receiver (patient, client...)



...



...



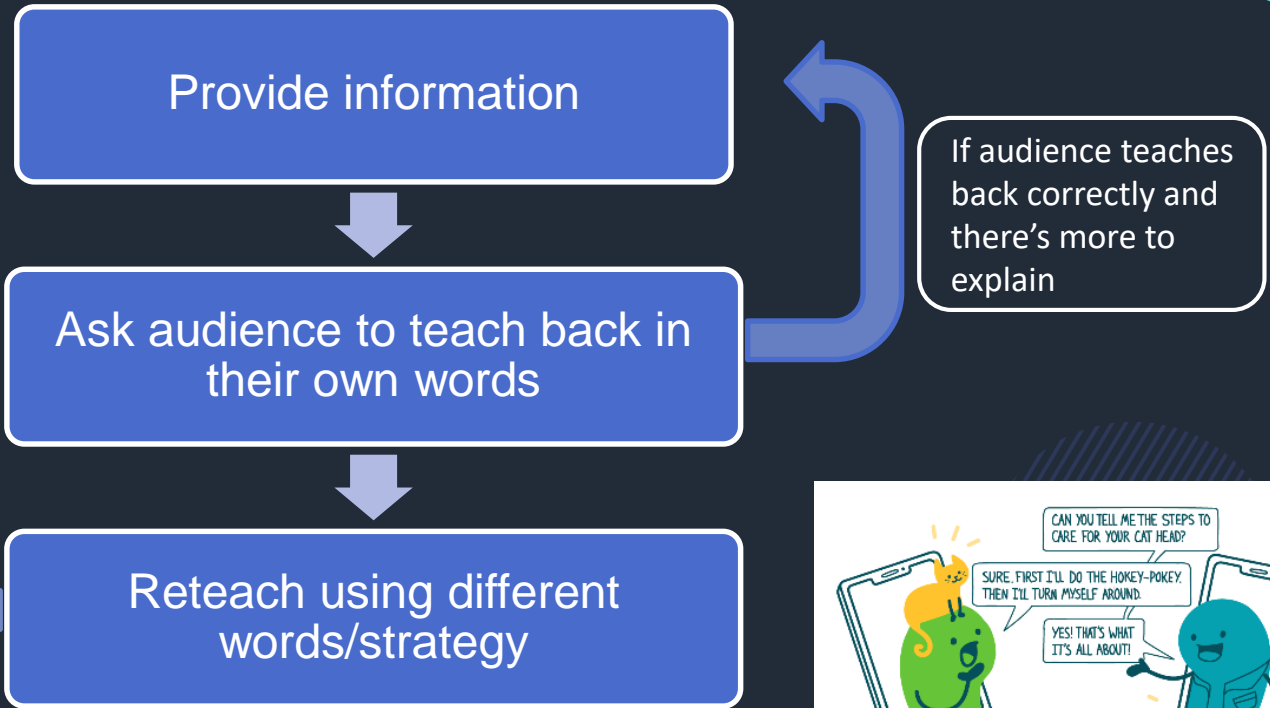
Strategies to improve processing and understanding

- Engage in dialogue
- Encourage questions
- Talk less and listen to people
- Slow down your pace when talking
- Encourage people to write down key things

Or hand them materials that they can refer to later

Possible foreshadow for the next training...

The Teach-Back Method



If audience doesn't teach back correctly

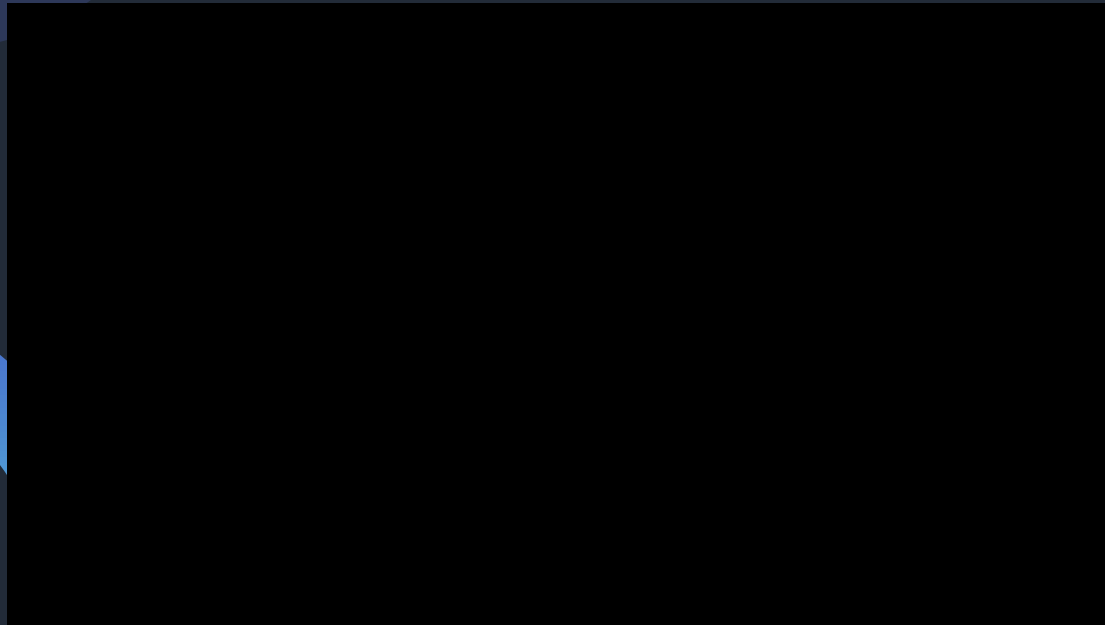
If audience teaches back correctly and there's more to explain



Sources:
Text: <https://star-center.org/understanding-the-teach-back-method/>
Image: [medium.com teach-back method](https://medium.com/teach-back-method)



What the Heck is Teach Back?



(0:00 – 4:28)



Teach Back – Good Example



(0:07) – 3:31)



Ask Me 3

A process to ensure the receiver understands and knows what to do:



(0:01 – 1:34)



Ask Me 3

A process to ensure the receiver understands and knows what to do:

1

What is my main problem?

2

What do I need to do?

3

Why is it important for me to do this?



**What other strategies
have you tried to
increase participant or
patient understanding?**



Health Professionals' Responsibility

Create Judgement-Free Environments

- All patients/clients should feel welcomed and comfortable at each stage of the health care encounter

Simplify Information

- Communicate clearly with plain language and visual cues, such as models, pictures, or videos.

Listen Carefully

- Avoid interrupting patients when they are speaking and use words the patients use to describe their health or illness in discussion of health and medical planning.

Confirm Comprehension

- Use the teach-back and Ask Me 3 methods.



Let's Recap!



Health Literacy Part 2!

Friday,
July 15th

- Mark your calendars!

10:30am-
12:00pm

- Mark your calendars again!

Training
Focus


- Written communication
- Materials

**You'll be the first
to be notified
about registration!**



Training Evaluation

<https://bit.ly/3Q73Y8t>

 Emory Prevention Research Center

Thank you for attending the EPRC's training webinar on Health Literacy Part 1!
Please help us improve future trainings by completing this training evaluation.

Please use the following scale to describe the extent to which you disagree or agree with each of the following statements about the training presenter(s).

1= strongly disagree 2= disagree 3= neutral 4= agree 5= strongly agree

The presenters were responsive to the needs of the audience.

1 2 3 4 5

The presenters' teaching style helped me understand the material.

Thanks!



Stay connected
with the EPRC

Emory Prevention Research Center
<https://web1.sph.emory.edu/eprc/index.html>



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