The Siamese Twins of Patient Education: Health Literacy & Communication

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Nov. 8, 2017
The National Library of Medicine (NLM), on the campus of the National Institutes of Health in Bethesda, Maryland, has been a center of information innovation since its founding in 1836.
NNLM MAR Funding

Currently Open
- Exhibitor
- Health Information Awareness
- Professional Development
- Regional Symposium Award
- Clinical and Public Health Outreach
- Emergency Preparedness
- Health Literacy
- Health Sciences Library
- Outreach to Consumers

URL to NNLM MAR Funding
Why this analogy?
New York State Nurses Association

• Scope of Practice

The practice of the profession of nursing as a registered professional nurse is defined as diagnosing and treating human responses to actual or potential health problems through such services as casefinding, health teaching, health counseling, and provision of care supportive to or restorative of life and well-being, and executing medical regimens prescribed by a licensed physician, dentist or other licensed health care provider legally authorized under this title and in accordance with the commissioner's regulations.”
Can you separate health literacy concepts from communication in the patient education process?

• What is health literacy?
• What are the important points of communication between healthcare provider (HCP) and patient?
• What can you do to improve the process?
Health Literacy Definitions

• The degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions. (2000)

• Title V of the Patient Protection and Affordable Care Act defines health literacy as “the degree to which an individual has the capacity to obtain, communicate, process, and understand health information and services in order to make appropriate health decisions.” (2010)

• It is an emerging public health issue that effects all ages, race and income levels. National Patient Safety Foundation
Health Literacy is....

The ability to:

• Find
• Understand
• Communicate

• Use health information
  (to make decisions)
Limited Health Literacy

Only 12% or 1 out of 8 adults have the skills needed to effectively manage their health and prevent disease.

http://www.ahrq.gov/research/findings/evidence-based-reports/er199-abstract.html
Literacy skills are a stronger predictor of health status than:

- Age
- Income
- Employment status
- Education level
- Race or ethnic group

What it is like to be a patient who doesn’t understand*?

*AMA Foundation Health Literacy Help Patients Understand 2nd ed. 2007 (short version- 4 min.)
Three Types of Literacy

Prose: Requires ability to search, comprehend, and use continuous text.

Document: Non-continuous text. Requires ability to search, comprehend, & use information.

Quantitative: Requires ability to identify & perform computations, using numbers within printed materials.
Functional Health Literacy

“The ability to read and comprehend prescription bottles, appointment slips, and the other essential health related materials required to successfully function as a patient.”*

*AMA Council of Scientific Affairs
Insurance & Medical Cards
Introducing a Patient-Friendly Health Insurance Card Zocdoc

- https://www.zocdoc.com/about/blog/company/introducing-a-patient-friendly-health-insurance-card/
Insurance & Medical Cards
Where do I go for help when I am sick? What’s the difference?

• Urgent
• Serious
• Critical

• How do I decide where to go?

• What if there is not an urgent care center where I live?
Medication Safety and Health Literacy

Only about 50% of patients take meds as directed

What’s plenty of water?

“Take twice a day.”

“Don’t take medicine if you’ve been in the sun too long.”
Dosage
What are you using?

• Kitchen spoons

• Medication dispensing spoons syringe & cup
Reading a thermometer
Factors affecting learning ability

• Stress
• Illness
• Age
• Cultural Barriers
• Language Barriers
Individuals with limited health literacy

• Are more likely to report their health as poor

• In particular, seniors' limited health literacy is associated with worse health status and quality of life and early mortality

• Have difficulty responding to alerts & warnings such as:
  o health risks due to water contamination
  o severe weather

Clear Communication
Clear Health Communication  What do I/you mean?  
Written or spoken communication which helps patients to understand and act on health care information (Pfizer Inc. 2004)

<table>
<thead>
<tr>
<th>Clear Communication is</th>
<th>Usually Communication is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plain language</td>
<td>Medical jargon</td>
</tr>
<tr>
<td>Simple messages</td>
<td>Complex messages</td>
</tr>
<tr>
<td>Need-to-know information or (Want-to-know)</td>
<td>Nice-to-know</td>
</tr>
<tr>
<td>Anticipating misunderstanding</td>
<td>Assumes understanding</td>
</tr>
<tr>
<td>Confirming understanding</td>
<td>Infers understanding</td>
</tr>
<tr>
<td>Clarifying</td>
<td>Repeats the same thing (louder)</td>
</tr>
<tr>
<td>Shame-free</td>
<td>Inadvertently shaming</td>
</tr>
</tbody>
</table>

Top Best Practices to Implement Now

• Practice “universal precautions” for health communication
• Use plain non-jargon language to facilitate understanding
• Limit information to 1-3 need-to-know items
• Elicit questions in a patient-centered manner
• Use “teach back” to confirm adequate communication
Universal Precautions for Health Communication

You can’t tell by looking.
Use clear communication strategies with everyone.
Treat everyone as though they have low health literacy.
Health Literacy Universal Precautions Toolkit 2nd ed. (AHRQ)

• Experts recommend assuming that everyone may have difficulty understanding and creating an environment where all patients can thrive

• Systems are needed to be in place to promote better understanding not only to those we think may need help

Why implement?

• Promoting health literacy improves health outcomes

*Tools to address these areas are included in the toolkit https://www.ahrq.gov/professionals/quality-patient-safety/quality-resources/tools/literacy-toolkit/index.html
Medical studies indicate most people suffer a 68% hearing loss when naked.
And furthermore...

- Up to 80% of patients forget what a doctor told them as soon as they leave the office!

- Nearly 50% of what they do remember is remembered incorrectly!
What did you hear?

One glass a day.
Misunderstanding

• Google this.....**doh ops**

• My results [https://www.facebook.com/doh.ops](https://www.facebook.com/doh.ops)

• So what is it? Dept. of Health **operation services or other personal services**?
Exercises
Improving Oral Communication

• Communication is two-way
• Use “teach back” instructions
• Avoid medical jargon
• Use commonly understood words
• Limit information
• Include visual aids- models, pictograms,
• Videos
Invite questions

We usually say – Do you have any questions?
Better to say: What questions do you have?
- Implies you are expecting questions.
- Or.... Let me answer any questions you may have.

Assess understanding

If we ask - Do you understand? Easy to say yes.
- We are implying the patient understands or should understand what we just said to them.
Always Use Teach-back!

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.
Teach Back research shows:

• A “top safety practice” (National Quality Forum, 2003)

• Use is associated with better glycemic control amongst diabetics (Schillinger et al, 2003)

• Does not appear to take longer than standard care (Schillinger et al, 2003; Kripalani & Weiss, 2006)

• Try it with the last patient of the day
Health Literacy Practices and Educational Competencies for Health Professionals: A Consensus Study

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Health care professionals often lack adequate knowledge about health literacy and the skills needed to address low health literacy among patients and their caregivers. Many promising practices for mitigating the effects of low health literacy are not used consistently. Improving health literacy training for health care professionals
What is the Newest Vital Sign?

• Also know as NVS

• New tool for rapid assessment of health literacy skills

• First published Dec. 2005 Annals of Family Medicine
  
  *Quick Assessment of Literacy in Primary Care: The Newest Vital Sign* by Barry D. Weiss, MD. Professor of family and community medicine at University of Arizona College of Medicine

• 3 minute assessment- Ice cream label

• English & Spanish
Nutrition Facts

Serving Size 1/2 cup
Servings per container 4

Amount per serving
Calories 250  Fat Cal 120

Total Fat 13g 20%
  Sat Fat 9g 40%
Cholesterol 28mg 12%
Sodium 55mg 2%
Total Carbohydrate 30g 12%
  Dietary Fiber 2g
  Sugars 23g
Protein 4g 8%

*Percentage Daily Values (DV) are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Score Sheet for the Newest Vital Sign
Questions and Answers

READ TO SUBJECT: This information is on the back of a container of a pint of ice cream.

1. If you eat the entire container, how many calories will you eat?
   Answer: 1,000 is the only correct answer

2. If you are allowed to eat 60 grams of carbohydrates as a snack, how much ice cream could you have?

3. Your doctor advises you to reduce the amount of saturated fat in your diet. You usually have 42 g of saturated fat each day, which includes one serving of ice cream. If you stop eating ice cream, how many grams of saturated fat would you be consuming each day?

4. If you usually eat 2500 calories in a day, what percentage of your daily value of calories will you be eating if you eat one serving?

READ TO SUBJECT: Pretend that you are allergic to the following substances: Penicillin, peanuts, latex gloves, and bee stings.

5. Is it safe for you to eat this ice cream?

6. (Ask only if the patient responds “no” to question 5): Why not?
   Answer: Because it has penicillin.
Red Flags

• Forms incomplete or incorrectly filled out
• Non-adherence to medication instructions
• Can’t name medications, purpose, or how to take (color)
• Frequently missed appointments
• “I forgot my glasses”
• Anger
• My wife, friend etc. usually takes care of .......

AMA Foundation 2007
Why is health literacy important in managing healthcare?

• To understand health-related instructions
• To follow discharge instructions
• To identify signs or symptoms
• To keep appointments
• To understand insurance coverage
• To fill out patient information forms, insurance forms or consent forms
Health Information Resources
Tools & Resources

NLM Resources (https://nnlm.gov/priorities/topics/health-literacy)

- MedlinePlus
- National Institute on Aging

Other Resources

- Health Literacy Universal Precautions Toolkit
- Plain Language.gov
- Teach Back
Mobile and tablet users will find these new features helpful:

- Collapsed Menu and Search options at the top of each page
- Section headings that open and close areas of a page for easier reading on a smaller screen
- Text that is readable on each device without zooming, and links that are spaced for easy tapping
Medical Dictionary

• **URL** for Medical Dictionary

![MedlinePlus and Merriam-Webster logos]

**Medical Dictionary**

10 entries found.
- portal hypertension (noun)
- primary hypertension (noun)
- renal hypertension (noun)
- secondary hypertension
-...

**Main Entry:** hypertension
- Pronunciation: "hy-
- Function: noun

1. abnormally high arterial blood pressure that is usually indicated by an adult systolic blood pressure of 140 mm Hg or greater or a diastolic blood pressure of 90 mm Hg or greater, is chiefly of unknown cause but may be attributable to a preexisting condition (as a renal or endocrine disorder), that typically results in a thickening and induration of arterial walls and hypertrophy of the left heart ventricle, and that is a risk factor for various pathological conditions or events (as heart attack, heart failure, stroke, end-stage renal disease, or retinal hemorrhage)—see ESSENTIAL HYPERTENSION, SECONDARY HYPERTENSION, WHITE COAT HYPERTENSION

2. a systemic condition resulting from hypertension that is either symptomless or is accompanied especially by dizziness, palpitations, fainting, or headache

Search here for another word:
Plain Language.gov

• Plain language “is communication your audience can understand the first time they read or hear it.”

• Language that is plain to one set of readers may not be plain to others.

• No one technique defines plain language. Rather, plain language is defined by results—it is easy to read, understand, and use.

• Plain language examples database

• Plain language guidelines, tips & tools, resources
NLM Drug Information Portal

- Consumer Health Information (MedlinePlus)
- Drugs, Supplements, and Herbal Information
- Drug Therapy Topics
- Medical Data and Literature (PubMed/Entrez)
  - References from Scientific Journals (Medline/PubMed)
  - Full text biomedical articles (PubMed Central)
- Toxicological Data and Literature (Toxnet)
- Drugs in Clinical Trials (ClinicalTrials.gov)
- Approved Package Inserts for Drugs (DailyMed)
- HIV/AIDS Information (AIDSInfo)
- Standard Nomenclature (RxNorm)
- Gateway Search engine

https://druginfo.nlm.nih.gov/drugportal/
Pillbox rapid identification, reliable information

Identify or Search for a Pill

Imprint: [letters or numbers on either side of the pill]
[☐] Pill does not have an imprint.

Shape: Select Shape

Color: Select Color

Size: Select Size (search +/- 2mm)

Score: [☉ Unknown ☐ 1 ☐ 2 ☐ 3 ☐ 4]

Drug Name or Ingredient(s):

Inactive Ingredient(s):
[☐] Find pills WITHOUT this ingredient.

Label Author:

DEA Schedule: Select DEA Schedule

Product Code:

[☑] Do not search repackaged and relabeled medications.

Search | Clear

Discover

There's more to a pill than how it looks. What's inside the pill other than the drug? Is it a controlled substance?

Connect

Learn more than the pill's name. Pillbox links you to the drug label, clinical trials, breastfeeding safety, and more.

Explore

Pillbox's advanced search app has been retired. A new Pillbox website is in development that has the same features as the advanced search and runs on phones, tablets, and desktop browsers.

MEDLINE/PubMed Search and Health Literacy Information Resources

Health Literacy Search

The MEDLINE/PubMed health literacy search retrieves citations to English language journal literature. See details of the search strategy below.

Search Details

The Reference and Web Services Section of the National Library of Medicine created and maintains this health literacy search strategy.

(health[ti] AND literacy[ti])
OR ("health literacy" OR "health literate" OR "medical literacy")
OR (functional[au] AND health[ti] AND literacy[ti])
OR numeracy
OR (family[ti] AND literacy[ti])
OR ("drug labeling" OR Prescriptions [mh] AND ("comprehension" OR "numeracy"))
OR ((cancer[ti] OR diabetes[ti]) AND (literacy[ti] OR comprehension[ti]))
OR "adult literacy"
OR "limited literacy"
OR "patient understanding"
OR (self care [ma] OR AND perception[mi])
OR (comprehension AND food labeling[mi])
OR (comprehension AND informed consent)
OR (comprehension AND insurance, health)
AND English[la]

Health Literacy Information Resources

- NLM and NIH resources:
  - Clear Communication: an NIH Health Literacy Initiative (National Institutes of Health)
  - NLM Current Bibliographies in Medicine 2000-1: Health Literacy (or PDF)
  - NLM Current Bibliographies in Medicine 2001-1: Understanding Health Literacy and Its Barriers
  - NLM National Network of Libraries of Medicine Health Literacy Page
- ACOG Health Literacy Committee Opinion Number 555 (February 2014)
- Always Use Teach-back training tools (IHS Center for Clinical Transformation, Health Literacy Iowa and Des Moines) (n.d.)
- American Health Insurance Professionals (AHIP) Health Literacy Page
- Commonwealth Fund Health Literacy reports, 2004-2008
- Health Literacy Europe Conference Material (2014)
- Health Literacy Improvement Links (ODPHP)
- Health Literacy Kentucky Resources List (modified on June 19, 2014)
- Health Literacy Out Loud Audio (multiple dates)
- Health Literacy Page (AMRO)
- Health Literacy Page (NRSI)
- Health Literacy Report (Royal College of General Practitioners, UK, June 2014)
- Health Literacy Research Conference (HARC)
- Health Literacy: The solid facts, WHO 2013
- Health Literacy Web Resources, AHEC Clear Health Communication Program. The Ohio State University (Updated 1/10)
- The National Academies of Sciences, Engineering, and Medicine Roundtable on Health Literacy Discussion papers, commissioned papers, and previous meetings links
- Joint Commission Facts about Patient-centered Communications, July 17, 2014
- Measuring Health Insurance Literacy: A Call to Action. A Report from the Health Insurance Literacy Expert Roundtable of Consumers Union
- PlainLanguage.gov Health Literacy (n.d.)
- Proceedings of the Surgeon General’s Workshop on Improving Health Literacy Sep 7, 2006, NIH, Bethesda, MD
Health Literacy & Communication in Your institution
Data we all need to know

In one of the largest studies conducted on health literacy, researchers using patients from two public hospitals found that:

- 33% of the patients were unable to read basic health care materials
- 42% of the patients could not understand directions for taking medication on an empty stomach
- 26% of the patients were unable to understand information on an appointment slip
- 86% of the patients did not understand the rights and responsibilities section of a Medicaid application
- 60% of the patients did not understand a standard informed consent form.

Areas that are important to address:

• Improve spoken communication
• Improve written communication
• Improve self-management & empowerment
• Improve supportive systems
10 Attributes of a Health Literate Organization

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
10. Explains Coverage and Cost

<table>
<thead>
<tr>
<th>A Health Literate Organization:</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has leadership that makes health literacy integral to its mission, structure, and operations</td>
<td>- Develops and implements policies and standards &lt;br&gt; - Sets goals for health literacy improvement, establishes accountability and provides incentives &lt;br&gt; - Allocates fiscal and human resources &lt;br&gt; - Redesigns systems and physical space</td>
</tr>
<tr>
<td>2. Integrates health literacy into planning, evaluation measures, patient safety, and quality improvement</td>
<td>- Conducts health literacy organizational assessments &lt;br&gt; - Assesses the impact of policies and programs on individuals with limited health literacy &lt;br&gt; - Factors health literacy into all patient safety plans</td>
</tr>
<tr>
<td>3. Prepares the workforce to be health literate and monitors progress</td>
<td>- Hires diverse staff with expertise in health literacy &lt;br&gt; - Sets goals for training of staff at all levels</td>
</tr>
<tr>
<td>4. Includes populations served in the design, implementation, and evaluation of health information and services</td>
<td>- Includes individuals who are adult learners or have limited health literacy &lt;br&gt; - Obtains feedback on health information and services from individuals who use them</td>
</tr>
<tr>
<td>5. Meets needs of populations with a range of health literacy skills while avoiding stigmatization</td>
<td>- Adopts health literacy universal precautions, such as offering everyone help with health literacy tasks &lt;br&gt; - Allocates resources proportionate to the concentration of individuals with limited health literacy</td>
</tr>
<tr>
<td>6. Uses health literacy strategies in interpersonal communications and confirms understanding at all points of contact</td>
<td>- Confirms understanding (e.g., using the Teach-Back, Show-Me, or Chunk-and-Check methods) &lt;br&gt; - Secures language assistance for speakers of languages other than English &lt;br&gt; - Limits to two to three messages at a time &lt;br&gt; - Uses easily understood symbols in way-finding signage</td>
</tr>
<tr>
<td>7. Provides easy access to health information and services and navigation assistance</td>
<td>- Makes electronic patient portals user-centered and provides training on how to use them &lt;br&gt; - Facilitates scheduling appointments with other services</td>
</tr>
<tr>
<td>8. Designs and distributes print, audiovisual, and social media content that is easy to understand and act on</td>
<td>- Involves diverse audiences, including those with limited health literacy, in development and rigorous user testing &lt;br&gt; - Uses a quality translation process to produce materials in languages other than English</td>
</tr>
<tr>
<td>9. Addresses health literacy in high-risk situations, including care transitions and communications about medicines</td>
<td>- Prioritizes high-risk situations (e.g., informed consent for surgery and other invasive procedures) &lt;br&gt; - Emphasizes high-risk topics (e.g., conditions that require extensive self-management)</td>
</tr>
<tr>
<td>10. Communicates clearly what health plans cover and what individuals will have to pay for services</td>
<td>- Provides easy-to-understand descriptions of health insurance policies &lt;br&gt; - Communicates the out-of-pocket costs for health care services before they are delivered</td>
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</tbody>
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Organizational Change: Process

Successful models used in Health Literacy

• Plan Do Act Cycles
• Kotter’s 8 Step Model
• Informal models
• Chain of command, approval of committees, panels, boards
<table>
<thead>
<tr>
<th>TOOL</th>
<th>STEP</th>
<th>CYCLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN</td>
<td>I plan to:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I hope this produces:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Steps to execute:</td>
<td>1.</td>
</tr>
<tr>
<td>DO</td>
<td>What did you observe?</td>
<td></td>
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<td></td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>STUDY</td>
<td>What did you learn? Did you meet your measurement goal?</td>
<td></td>
</tr>
<tr>
<td>ACT</td>
<td>What did you conclude from this cycle?</td>
<td></td>
</tr>
</tbody>
</table>
IOWA Model of Research-Based Practice
to Promote Quality Care

Serves as a guide for nurses and other health professionals to use research in order to improve health outcomes

• Identify the trigger

• Determine the clinical relevance

• Form a team to locate and analyze research

• Design and implement pilot practice change

• Implement and evaluate test pilot

• Integrate and maintain

(Melnyk & Fineout-Overholt, 2015)
Strategies to build support

Linking HL to initiatives: (example: Wilkes Barre Hospital in PA)

• Cost savings and ROI (readmissions)

• HL statistics (can you gather these at your institutions) use HL evaluation tools
  Newest Vital Sign or Brief

• Patient experiences – In their own words

Linking HL to:

• Low adherence rates, insurance issues, medication errors, patient dissatisfaction

• Organizations Mission, Vision, Strategic goals

• Last but not least
  • Legal, regulatory, compliance, patient safety (example: dietary services delivery of the wrong meals, allergies etc.)
Strategies for

• Build alliances and recruit your supporters – interdisciplinary teams

• Sell “health literacy” – anecdotal experiences from patients, caregivers, staff

• Use legal & regulatory and compliance explanations

• Build the needed skills among staff
  o Use experts in your system or bring someone in to conduct workshops- peers
The Case for Health Literacy

Health Literacy

Better Health Outcomes

Better compliance with laws, regulations

Better pt. satisfaction
Higher “ratings”

Lower risk of litigation
National Action Plan to Improve Health Literacy
National Action Plan*
Strategies for Health Care Professionals

• Use different types of communication and tools with patients, including vetted pictures and models and scorecards, to support written and oral communication with patients and their caregivers.

• Use existing programs, such as AHRQ’s Questions are the Answers, to prepare patients and providers for visits and structure their communication.

• Use direct and developmentally appropriate communication with children to build better understanding of their health and health care.

• 73 page document or 7 page summary is available

*https://health.gov/communication/initiatives/health-literacy-action-plan.asp
Strategies for Health Care Professionals

- Use proven methods of checking patient understanding, such as the teach-back method, to ensure that patients understand health information and risk and benefit tradeoffs associated with treatments, procedures, tests, and medical devices.

- Ensure that pharmacists provide the necessary counseling to consumers in language they understand for dispensed medications as required by law.

- Use patient-centered technologies at all stages of the health care process to support the information and decision-making needs of patients.

- Use technology, including social media, to expand patients’ access to the health care team and information.
Strategies for Health Care Professionals

- Participate in ongoing training in health literacy, plain language, and culturally and linguistically appropriate services (CLAS) and encourage colleagues and staff to be trained.

- Advocate for requirements in continuing education for health care providers who have been working in the field but have not participated in health literacy, cultural competency, and language access training.

- Create patient-friendly environments that facilitate communication by using architecture, images, and language to reflect the community and its values.

- Refer patients to public and medical libraries to get more information and assistance with finding accurate and actionable health information.

- Refer patients to adult education and English language programs.

Health Literacy

What is Health Literacy?

Health Literacy is the degree to which an individual has the capacity to obtain, understand, process, and act upon health information and services to make appropriate health decisions.

Health Literacy Capacity and Skills

Capacity is the potential a person has to do or accomplish something. Health literacy skills are those people use to realize their potential in health situations. They apply these skills either to make sense of health information and services or provide health information and services to others.

Anyone who needs health information and services also needs health literacy skills to:
- Find information and services
- Communicate their needs and preferences and respond to information and services
- Process the meaning and usefulness of the information and services
- Understand the choices, consequences, and context of the information and services
- Decide which information and services match their needs and preferences so they can act

Anyone who provides health information and services to others, such as a doctor, nurse, dentist, pharmacist, or public health worker, also needs health literacy skills to:
- Identify health information services and referral services
- Identify contextual factors affecting people's health decisions
- Identify time and place considerations affecting people's health decisions

CREATE A PLAN
Planning tools and examples, including the National Action Plan and CDC action plans.

COLLABORATE
Resources for working with health care providers, libraries, schools, community organizations, and cooperative extensions.

DEVELOP & TEST
Audience research, culture, plain language resources, visual communication.

RESEARCH
Federally funded research, evidence reviews, and research summaries.
Helpful Health Literacy Books
This is **not** a one & done project. This is a continuous process.
Questions are the Answer (AHRQ)
Thank You!

National Network of Libraries of Medicine, Middle Atlantic Region
http://nnlm.gov/mar/

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