University of Maryland School of Public Health

HLTH 688L Health Literacy

Semester: Fall 2018
Section: 
Classroom and Time: BCH conference room 1242, Tuesday 4-6:45 p.m.
Course webpage: https://umd.instructure.com/courses/1249002
Instructor: Dr. Cynthia Baur

Office Hours: Tuesday 3:00-3:50 and by appointment
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Additional Instructor: Dr. Alice Horowitz
Office Hours: 
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Course Description:
The purpose of this graduate course is to introduce students to health literacy research, practice, and skills. The course will develop students’ understanding of how health literacy is both a barrier and an asset for health. We will also examine how health literacy affects a wide range of outcomes. Students will learn the basics of health literacy concepts, models, and research methods, and discuss health literacy research and evaluation in clinical, public health, and community settings. Students will study key health topics, populations, and contexts for health literacy research and practice. The course will describe professional skills necessary for effective public health communication practice and provide opportunities to practice the skills. The implications of research for public health practice, policy, and consumer/patient interventions and behavior will be integrated so that public health practitioners and researchers are prepared to address health literacy in their future work.

Course Pre- and Co-requisites:
Required: None
Recommended: Health communication, communication, journalism, literacy, or cognitive or information sciences classes

Course Learning Objectives:
Upon completing this course, the student will be able to:

1. Discuss health literacy as a core element of public health research, evaluation, practice, and policy
2. Explain how literacy and numeracy skills affect health literacy
3. Compare and contrast at least 3 health literacy definitions and give at least 2 examples to illustrate each definition
4. Use literacy/numeracy and health literacy data to identify appropriate activities, resources, and policies
5. Describe a community health literacy approach
6. Evaluate health literacy activities in different social contexts and for different populations and diseases/conditions
7. Analyze the intersections of health literacy and cultural competence/humility approaches
8. Demonstrate health literacy techniques in health messages and materials
9. Recommend health literacy-focused changes for at least 1 public health or healthcare organization or community

Program Competencies Addressed in this Course:
The following Council on Education for Public Health (CEPH) competencies are addressed in this course. The number in parentheses refers to the CEPH competency.
1. Interpret results of data analysis for public health research, policy or practice (#4)
2. Assess population needs, assets and capacities that affect communities’ health (#7)
3. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs (#8)
4. Select methods to evaluate public health programs (#11)
5. Advocate for political, social or economic policies and programs that will improve health in diverse populations (#14)
6. Select communication strategies for different audiences and sectors (#18)
7. Communicate audience-appropriate public health content, both in writing and through oral presentation (#19)
8. Describe the importance of cultural competence in communicating public health content (#20)
9. Apply systems thinking tools to a public health issue (#22)

Skills Learned or Reinforced in this Course: How to
- Assess and understand audience and population needs for health information and services
- Select communication and literacy strategies for different audiences and sectors
- Design and create audience-appropriate content (includes culturally and linguistically appropriate)
- Advocate and plan for health literacy as an issue of social justice and health equity
- Apply health literacy insights to public health policies, programs, interventions, and research

Required Texts and Other Readings:
Required:
- Other People’s Words: The Cycle of Low Literacy, Victoria Purcell-Gates, 1997  (copy on reserve)
- Journal articles, reports, and web resources listed in the detailed weekly session outline

Recommended:
- Journal articles, reports, and web resources listed in the detailed weekly session outline
- Teeth, Mary Otto, 2017
- What Patients Say, What Doctors Hear, Danielle Ofri, 2017
- Health Literacy: A Prescription to End Confusion, Institute of Medicine, 2004

Required Technology and Other Materials:
- Laptop or tablet with wireless access for select in-class activities and graded assignments
- Dedicated paper notebook/binder (your choice of type) for note-taking, in-class reflections, and exercises
**Personal Technology Policy:**
You should plan to take class notes with paper and pen/pencil. The UMD Teaching and Learning Center promotes handwritten class notes to facilitate learning.

I allow laptop computers or tablets with wireless connections in the classroom for classroom activities. I will let you know when to use your devices. Otherwise, they must be off and out of sight.

**Classroom rules:**
1. All personal digital devices other than a laptop or tablet used for classroom work must be turned off and out of sight during class time.
2. Unless required for a class activity, wireless connections will be off.
3. Only applications relevant to coursework can be open and used. No surfing websites, answering emails or texts, checking social media, or other personal digital activities.
4. If you must make or receive an emergency phone call, please excuse yourself from class. You will be responsible for any missed content. Please ask a classmate.
5. If you use technology for classroom accommodations, please let me know in advance.
6. If you intend to audio or video record any part of classroom discussion or activities, you must let me and all your classmates know in advance. No one can be recorded in the classroom without permission.

**Course Communication:**
All electronic communication will happen through Elms/Canvas. Please set up your notifications so that you receive emails and course notices through your preferred channel.

**Course Requirements and Expectations:**
I aim to create a learning community of scholars who are prepared to use health literacy knowledge and skills to address public health problems in many contexts, topics, and populations. Health literacy is a relatively new public health area, which gives you exciting possibilities to discover and contribute new research, projects, and activities.

You will learn foundational knowledge and skills so that you can strike out on your own, either specializing in health literacy research or practice or including health literacy insights and principles in other public health research, projects, and topics. Studying health literacy will prepare you to be a more effective public health researcher or practitioner and differentiate you in the marketplace of ideas, jobs, and proposals/projects. Because you will be part of a select group of public health professionals with dedicated, sustained health literacy education/training (i.e. more than a few workshops or on-the-job learning), you will also be well-positioned to grow into leaders in the field.

The course is organized around different dimensions of health literacy and problem-solving activities so that you can apply what you learn from the readings and discussions. I also welcome students connecting their prior experiences to course topics. To expand the number of topics we cover and advance your understanding of health literacy in relation to your own interests, you will select a topic and deliver an oral presentation and final paper. The final paper can help you develop a proposal for either a masters or doctoral level project.

Reading, writing, analyzing, synthesizing, reflecting, and discussing are essential course components and skills. I expect you to read carefully and engage deeply with the course content, which is primarily in the form of journal articles, reports, guidelines, online classes, and professional tools. I will include videos.
and other multimedia when available. You should plan to spend 6-9 hours per week outside of class on reading, assignments, online responses, and preparation for in-class work. You will use Elms/Canvas to submit all written work and participate in any online activities. The course is designed to help you gain knowledge and basic understanding of concepts before class so that we use class time for clarifications, deeper analysis, discussion, problem-solving activities, occasional guest lectures, and feedback.

I will have regular exercises or activities to encourage in-class participation. Participating in class is part of being a good classroom citizen. The type of participation I’m looking for stems from engagement with the course materials so that you have an informed opinion/position and includes

- coming to class with questions and comments that initiate robust discussions
- responding to questions I or other class participants pose
- contributing fully to in-class activities and group projects

Lack of participation and frequent missed classes will negatively affect your readiness to grapple with the course materials and complete the final paper.

We each come to this course with experiences and perspectives on health literacy, but we still have much to learn about what health literacy is, how it works, and how it affects health and well-being. The course should challenge all of us in expected and unexpected ways, both in terms of what you think you know about health literacy and the complexity and difficulty of the concepts and issues involved. We will work (very hard) and learn together, and I hope to end the class with new insights and readiness to advance health literacy for all.

**Major Graded Assignments:**

**Note that final examinations are scheduled by the campus in the first weeks of the semester and often do not occur during typical class days/times. That schedule is provided to students as soon as possible. Students are expected to attend the final exam as scheduled and should plan accordingly.**

This course has 2 major graded assignments, several minor (5% each) assignments, and graded class participation, which includes pre-class and in-class activities that will be introduced each week.

The 2 major graded assignments are a final presentation/paper and a health material created for a primary audience.

- I will introduce the paper in session 1, and you will work on it steadily through the semester. You will submit the topic by **September 25**. The detailed outline will be due **October 30**. You will do an in-class presentation on your draft final paper **November 27**. The paper will be due the day of the regularly scheduled final, and we will meet as a class.
- I will introduce the health material activity on **October 23**, and the materials will be due in class on **November 20**. You will share your material in class as part of a group discussion, and turn it in at the end of class. I will give you the basic information you need to create the health material.

The paper will allow you to apply what you’re learning in the readings and class to a topic, setting, problem, or audience/population that you choose and can relate to health literacy. This can be something you already work on or are studying in another class, something new that you’d like to learn more about, or your likely topic for your internship, capstone project, or thesis/dissertation. You must submit your topic by September 25 for my approval. The outline is intended to keep you on track and
should be annotated with sources. I will distribute/post specific instructions in Elms/Canvas about the outline and paper.

Examples:
- Health behavior topics, such as HIV, cancer, tobacco, diabetes, or physical activity
- Healthcare services delivery, such as quality improvement, patient satisfaction, patient portals, or health professional education/training
- Community/population health, such as educational campaigns, community clinics, immunization, or infectious disease outbreaks
- Social determinants of health, such as educational opportunities, quality and accessibility of community-based information resources, or environmental conditions
- Organizations/physical spaces, such as hospitals, clinics, pharmacies, schools, libraries, or government agencies
- Audiences/populations, such as school-aged children, teens, older adults, moms of pre-school aged children, or English as a second language learners

University Course Related Policies:

All University of Maryland-approved course policies are provided at the following website:

http://www.ugst.umd.edu/courserelatedpolicies.html

Policy descriptions, resources, and links to official policy documents are provided for:

**Academic Integrity:** What is cheating? What is plagiarism? What is the Honor Pledge?

**Code of Student Conduct:** What behavior is prohibited?

**Sexual Misconduct:** What to do in case of sexual harassment or sexual assault.

**Non-Discrimination:** Procedures to prohibit discrimination, complaints about discrimination, harassment, and retaliation.

**Accessibility:** Information about disability support services (DSS) and accommodations.

**Attendance, Absences, or Missed Assignments:** The student must notify the instructor in a timely manner (typically first week of class). Read this prior to Schedule Adjustment date.

**Student Rights Regarding Undergraduate Courses:** What should I find in the course syllabus? Am I allowed to see my exams after they are graded?

**Official UMD Communication:** Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications.

**Mid-Term Grades:** Provided for 100 and 200 level courses, and all student athletes.

**Complaints About Course Final Grades:** Questions about course grades should first be addressed to the course instructor.

**Copyright and Intellectual Property:** Who owns the work that I produce in class?

**Final Exams:** Final exams are scheduled by the University.

**Course Evaluations:** The School of Public Health is committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction.

**Campus Resources:** ELMS, counseling, learning workshops, tutoring, writing help, questions about graduation, adding or dropping classes, withdrawing from the semester, etc.
Course Procedures and Policies:

Inclement Weather / University Closings / Emergency Procedures:
In the event that the University has a delayed opening or is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies.

Late work/missed assignments:
I will not accept late work unless you meet one of the circumstances covered by the UMD Attendance, Absences, or Missed Assignments policy. Please email me as soon as you are sure you will have late work. Any late work I allow you to complete must be submitted within 1 week of the original deadline.

Classroom etiquette: We commit to a respectful tone in all written and oral communication related to the class. This includes addressing others; commenting; responding to comments; and asking for or responding to feedback.

Available Support Services:
You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and taking action. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so consider visiting http://ter.ps/learn and scheduling an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting https://gradschool.umd.edu/graduate-school-writing-center and schedule an appointment with the campus Writing Center. Here are helpful tips on writing professional emails: ter.ps/email. Finally, if you just need someone to talk to, visit http://www.counseling.umd.edu. Everyone needs help from time to time; all you have to do is ask for it.

Grading Procedures:
This is the list of graded assignments and their percent value for a total of 100%.

Graded activities and assignments:
- Class participation: 20% (10% assigned by mid-semester, 10% at end of class)
- Topic/activity response papers: choose 4 @ 5% each = 20%
- Present reading and lead discussion: 5%
- Health material: 20%
- Final paper outline: 5%
- Final presentation: 10%
- Final paper: 20%

Class participation: I expect each student to prepare for class and actively be part of class discussions and activities. I have pre-class assignments and materials and in-class activities to encourage your participation.

Not graded and included in class participation: Post at least 1 question or comment or reply to at least 1 question or comment in the Elms/Canvas discussion boards about the week’s reading in advance of the class.
Response papers: You have 6 choices of response paper topics, and you choose which 4 you want to do and submit for a grade. The papers are 2-3 pages summarizing your response to the readings, discussion, and outstanding issues/questions about the topic. These papers will help consolidate what you learned that week and develop your skills in describing, analyzing, and synthesizing in writing.

Present reading and lead discussion: You will choose 1 reading to summarize and lead a class discussion. The sign-up sheet is in Elms/Canvas. Please sign up before class #2.

Health material: You will use the tools presented in class to design a health material for a specific audience and purpose.

Final paper is described above under major assignments.

Grading
99 - 100%  A+
94 – 98    A
90 – 93    A-
86 – 89    B+
83 – 85    B
80 – 82    B-
76 – 79    C+
73 – 75    C
70 – 72    C-
66 – 69    D+
63 – 65    D
60 – 62    D-
≤ 59       F

Course Outline / Course Calendar:

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Graded Assignments &amp; Special Events</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1</td>
<td>8/28/18</td>
<td>Introduction to the course, syllabus, and assignments; what is health literacy and why it’s different than health education; why health literacy matters to public health, health services, and public policy</td>
<td>Sign up for reading presentation</td>
</tr>
<tr>
<td># 2</td>
<td>9/4/18</td>
<td>Literacy and numeracy</td>
<td></td>
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<tr>
<td># 3</td>
<td>9/11/18</td>
<td>Health literacy and Local Health Improvement Coalitions</td>
<td>Attend Prince George’s Coalition meeting, response paper option #1</td>
</tr>
<tr>
<td># 4</td>
<td>9/18/18</td>
<td>Models and measures of health literacy</td>
<td>Guest lecture; response paper option #2</td>
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<tr>
<td># 5</td>
<td>9/25/18</td>
<td>Health literacy and healthcare service delivery, quality, and outcomes, provider-patient communication</td>
<td>Guest lecture; response paper option #3; paper topic due</td>
</tr>
<tr>
<td># 6</td>
<td>10/2/18</td>
<td>Health literacy and interventions: diabetes example</td>
<td>Response paper option #4</td>
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<tr>
<td># 7</td>
<td>10/9/18</td>
<td>Health literacy topic: oral health</td>
<td>Guest lecture; response paper option #5</td>
</tr>
<tr>
<td># 8</td>
<td>10/16/18</td>
<td>Health literacy, cultural competence/humility, and language access</td>
<td>Response paper option #6; participation grade #1 assigned</td>
</tr>
<tr>
<td># 9</td>
<td>10/23/18</td>
<td>Health literacy and oral and written communication</td>
<td>Introduce health material assignment</td>
</tr>
<tr>
<td># 10</td>
<td>10/30/18</td>
<td>Tools to develop and evaluate written materials</td>
<td>Paper outline due</td>
</tr>
<tr>
<td># 11</td>
<td>11/6/18</td>
<td>Health literacy and digital communication</td>
<td>Guest lecture</td>
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<tr>
<td># 12</td>
<td>11/13/18</td>
<td>Health literacy and risk communication</td>
<td></td>
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<tr>
<td># 13</td>
<td>11/20/18</td>
<td>Share and discuss health materials, evaluate tools and process</td>
<td>Health material due</td>
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<tr>
<td># 14</td>
<td>11/27/18</td>
<td>Present draft paper for feedback</td>
<td>In-class presentations</td>
</tr>
<tr>
<td># 15</td>
<td>12/4/18</td>
<td>Health literacy and public health organizational readiness; community health literacy</td>
<td>Participation grade #2 assigned</td>
</tr>
<tr>
<td>FE</td>
<td>TBA</td>
<td>Final Paper due – day/time to be announced; How do we create a health literate society? Next steps</td>
<td>Submit final paper</td>
</tr>
</tbody>
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Note: Numbers in brackets after learning objectives show linkage between material covered in each session and the numbered program competencies shown on pages 1-2 of this syllabus.

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**Required Session Outline**

**Session 1**

**August 28, 2018**

- Topic: Introduction to the course, syllabus, and assignments; what is health literacy and why it’s different than health education; why health literacy matters to public health, health services, and public policy

- CEPH competency:
  - Apply systems thinking tools to a public health issue (#22)

- Learning objective:
• Discuss health literacy as a core element of public health research, evaluation, practice, and policy (#1)

Required reading:
1. *National Action Plan to Improve Health Literacy* (web resource)
2. Healthy People 2020 Health Communication and Health IT Topic Area (web resource)

Recommended reading:
• Koh et al, 2013, Toward a systems approach to health literacy research (reserves)

Assignments:
• Sign up in Elms/Canvas by Sept. 4 for reading you will present later in semester

**Session 2**  
Sept. 4, 2018

Topic: Literacy and numeracy

CEPH competency:
• Assess population needs, assets and capacities that affect communities’ health (#7)

Learning objectives:
• Explain how literacy and numeracy skills affect health literacy (#2)
• Use literacy/numeracy and health literacy data to identify appropriate activities, resources, and policies (#4)

Required reading:
1. *Other People’s Words*, ch. 1

Recommended reading:
• *The Nation’s Report Card* (web resource)
• Purcell-Gates, 2007, Complicating the Complex, in *Cultural Practices of Literacy* (reserves)
• Kersten, 2007, Literacy and Choice, in *Cultural Practices of Literacy* (reserves)

**Session 3**  
Sept. 11, 2018

Topic: Health literacy and Local Health Improvement Coalitions

CEPH competencies:
• Assess population needs, assets and capacities that affect communities’ health (#7)
• Advocate for political, social or economic policies and programs that will improve health in diverse populations (#14)

Learning objective:
• Describe a community health literacy approach (#4)
### Required reading:
1. 2016 Prince George’s County Community Health Needs Assessment (web resource)
   [https://www.princegeorgescountymd.gov/ArchiveCenter/ViewFile/Item/2884](https://www.princegeorgescountymd.gov/ArchiveCenter/ViewFile/Item/2884)
2. Continue Other People’s Words

### Assignments:
- Attend Prince George’s Health Action Coalition meeting, 1801 McCormick Drive, Upper Marlboro, 20774, begins 6 p.m. with dinner provided, plan to stay until meeting ends
- Option #1 response paper to be submitted by Sept. 18

### Session 4  
**Sept. 18, 2018**

**Topic:** Models and measures of health literacy

**4-5:15 p.m.: Guest lecture from Dr. Robert Logan, NIH National Library of Medicine, and sponsor of the Health Literacy Tool Shed**

**CEPH competencies:**
- Assess population needs, assets and capacities that affect communities’ health (#7)

**Learning objective:**
- Compare and contrast at least 3 health literacy definitions and give at least 2 examples to illustrate each definition (#3)

**Required reading:**
1. Health Literacy Tool Shed (web resource)
3. Continue Other People’s Words

**Assignments:**
- Review multiple Tool Shed entries, and choose one to explain in class; consider the validity, reliability, and intended purpose of the tool
- Option #2 response paper to be submitted September 25

### Session 5  
**Sept. 25, 2018**

**Topic:** Health literacy and healthcare service delivery, quality, and outcomes, provider-patient communication

**5:30-6:50 p.m.: Guest lecture from Cindy Brach, Agency for Healthcare Research and Quality (AHRQ), and lead for AHRQ’s health literacy and cultural competence portfolio**

**CEPH competencies:**
- Communicate audience-appropriate public health content, both in writing and through oral presentation (#19)
- Describe the importance of cultural competence in communicating public health content (#20)
- Apply systems thinking tools to a public health issue (#22)
Learning Objectives

- Evaluate health literacy activities in different social contexts and for different populations and diseases/conditions
- Demonstrate health literacy techniques in health messages and materials (#8)
- Recommend health literacy-focused changes for at least 1 public health or healthcare organization or community

Required reading:

1. Brach, 2016, Even In An Emergency, Doctors Must Make Informed Consent An Informed Choice (reserves)
3. Continue Other People’s Words

Recommended reading:

- Rudd and Anderson, 2006, The health literacy environment of hospitals and health centers (web resource)
- Brach et al, 2012, Ten attributes of health literate health care organizations (web resource)
- AHRQ, Health Literacy Universal Precautions Toolkit, 2nd ed. (web resource)
- Always Use Teachback Toolkit (web resource)
- Shoemaker, et al, 2018, Opportunities to Improve Informed Consent with AHRQ Training Modules (reserves)

Assignments

- Option #3 response paper to be submitted October 2

Session 6 Oct. 2, 2018

Topic: Health literacy and interventions: diabetes example

CEPH competencies:

- Select methods to evaluate public health programs (#11)
- Communicate audience-appropriate public health content, both in writing and through oral presentation (#19)

Learning objective:

- Evaluate health literacy activities in different social contexts and for different populations and diseases/conditions (#6)

Required reading:

1. Wolf et al, 2014, Clinic-Based Versus Outsourced Implementation of a Diabetes Health Literacy Intervention (reserves)
2. Rogers et al, 2016, Engaging Minority Youth in Diabetes Prevention Efforts Through a Participatory, Spoken-Word Social Marketing Campaign (reserves)
4. Continue Other People’s Words
**Session 7**  
Oct. 9, 2018

**Assignment:**
- Option #4 response paper to be submitted Oct. 9

**Session 7**  
Oct. 9, 2018

**Topic:** Health literacy topic: oral health

**Guest lecture:** Dr. Alice Horowitz, UMD School of Public Health, oral health and health literacy expert

**CEPH competencies:**
- Advocate for political, social or economic policies and programs that will improve health in diverse populations (#14)
- Communicate audience-appropriate public health content, both in writing and through oral presentation (#19)

**Learning Objective:**
- Evaluate health literacy activities in different social contexts and for different populations and diseases/conditions (#6)

**Required reading:**
3. Horowitz AM, Kleinman DV, Wang MQ, 2013, What Maryland Adults with Young Children Know and do about Preventing Dental Caries. (reserves)
4. Complete *Other People’s Words*

**Recommended reading:**
- Mary Otto, *Teeth*, 2017
- Horowitz AM, Child W, Kleinman DV, Maybury C, 2015, Perspectives of Maryland Adults Regarding Caries prevention. (reserves)

**Assignments:**
- In-class: Making the case for community water fluoridation
- In-class: Messaging moms
- Option #5 response paper to be submitted Oct. 16

**Session 8**  
Oct. 16, 2018

**Topic:** Health literacy, cultural competence/humility, and language access

**CEPH competencies:**
• Apply awareness of cultural values and practices to the design or implementation of public health policies or programs (#8)
• Describe the importance of cultural competence in communicating public health content (#20)

Learning objective:
• Analyze the intersections of health literacy and cultural competence/humility approaches (#7)

Required reading:
1. National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care (web resource)
2. Roundtable on Health Literacy, 2016, Integrating health literacy, cultural competence, and language access services: Workshop summary (web resource)

Recommended reading:
• Andrulis and Brach, 2007, Integrating literacy, culture, and language to improve health care quality for diverse populations (reserves)
• Lupton, 2012, Medicine as culture: Illness, disease and the body in western societies, book available through UMD libraries

Assignment:
• Option #6 response paper to be submitted Oct. 23
• Participation grade #1 will be assigned after class

Session 9 Oct. 23, 2018

Topic: Health literacy and oral and written communication

CEPH competencies:
• Select communication strategies for different audiences and sectors (#18)
• Communicate audience-appropriate public health content, both in writing and through oral presentation (#19)
• Describe the importance of cultural competence in communicating public health content (#20)

Learning objective:
• Demonstrate health literacy techniques in health messages and materials (#8)

Required reading:
1. Doak, Doak, and Root, 1996, Teaching Patients with Low Literacy Skills, chapters 1, 3, 4, 5, 6, 7, 9, and 10 (skip chapters 2 and 8) (web resource)
2. Roter D, 2011, Oral literacy demand of health care communication: Challenges and solutions (reserves)
3. Rubin D, 2012, Listenability as a tool for advancing health literacy (reserves)

Recommended reading:
• CMS, Toolkit for making written material clear and effective (web resource)
- CDC online courses, *Writing for the Public, Speaking with the Public, Using Numbers and Explaining Risk*, and *Creating Easier to Understand Lists, Charts, and Graphs* (web resources)

Assignments:
I will explain the health material assignment in class

**Session 10**
**Oct. 30, 2018**

**Topic:** Tools to develop and evaluate health materials

**CEPH competencies:**
- Select communication strategies for different audiences and sectors (#18)
- Communicate audience-appropriate public health content, both in writing and through oral presentation (#19)
- Describe the importance of cultural competence in communicating public health content (#20)

**Learning objective:**
- Demonstrate health literacy techniques in health messages and materials (#8)

**Required reading:**
- Baur and Prue, 2014, The CDC Clear Communication Index is a new evidence-based tool to prepare and review health information (reserves)
- CDC Clear Communication Index full score sheet and User Guide (web resource)
- Federal plain language guidelines (web resource)

**Recommended reading:**
- Shoemaker et al, 2014, Development of the Patient Education Materials Assessment Tool (PEMAT): A new measure of understandability and actionability for print and audiovisual patient information (reserves)

**Assignments:**
- Submit paper outline before class begins

**Session 11**
**Nov. 6, 2018**

**Topic:** Health literacy and digital communication

**Guest lecture:** Sandy Hilfiker, MA, Principal Chief Experience Officer, CommunicateHealth, and lead author of *Health Literacy Online*

**CEPH competencies:**
- Select communication strategies for different audiences and sectors (#18)
- Communicate audience-appropriate public health content, both in writing and through oral presentation (#19)
- Describe the importance of cultural competence in communicating public health content (#20)

**Learning objective:**
- Demonstrate health literacy techniques in health messages and materials (#8)

**Required reading:**
1. Kreps, 2017, The relevance of health literacy to mHealth (reserves)
2. *Health Literacy Online* (web resource)

**Recommended reading:**
- Basics of user experience, usability.gov (web resource)

### Session 12  Nov. 13, 2018

**Topic:** Health literacy and risk communication

**CEPH competencies:**
- Select communication strategies for different audiences and sectors (#18)
- Communicate audience-appropriate public health content, both in writing and through oral presentation (#19)

**Learning objectives:**
- Explain how literacy and numeracy skills affect health literacy (#2)
- Use literacy/numeracy and health literacy data to identify appropriate activities, resources, and policies (#4)

**Required reading:**
2. FDA *Communicating Risks and Benefits*, ch. 5-7 (web resource)
3. CDC online course Fundamentals of Communicating Health Risks (web resource)

**Recommended reading:**
- Peters E, Meilleur L, and Tompkins MK, 2014, Numeracy and the Affordable Care Act: Opportunities and challenges (commissioned paper) (web resource)
- Roundtable on Health Literacy, *Health literacy and numeracy: Workshop summary* (web resource)

### Session 13  Nov. 20, 2018

**Topic:** Share and discuss health materials, evaluate tools and process

**CEPH competencies:**
- Select communication strategies for different audiences and sectors (#18)
- Communicate audience-appropriate public health content, both in writing and through oral presentation (#19)

**Learning objectives:**
- Demonstrate health literacy techniques in health messages and materials

**Required and recommended readings:** Continue with readings from weeks 9-12

**Assignments:**
Session 14  
Nov. 27, 2018

Topic: Present draft paper for feedback

CEPH competencies:
- Interpret results of data analysis for public health research, policy or practice (#4)
- Assess population needs, assets and capacities that affect communities’ health (#7)
- Advocate for political, social or economic policies and programs that will improve health in diverse populations (#14)
- Apply systems thinking tools to a public health issue (#22)

Learning objectives:
- Discuss health literacy as a core element of public health research, evaluation, practice, and policy (#1)

Required reading:
- Ten simple rules for making good oral presentations (reserves)
- Powerpoint tips (web resources)

Assignment:
- Use Powerpoint or similar software to present your draft paper; each student will have 20 minutes to present and 10 minutes of Q & A

Session 15  
Dec. 4, 2018

Topic: Health literacy and public health organizational readiness; community health literacy

CEPH competencies:
- Advocate for political, social or economic policies and programs that will improve health in diverse populations (#14)
- Apply systems thinking tools to a public health issue (#22)

Learning objectives:
- Discuss health literacy as a core element of public health research, evaluation, practice, and policy (#1)
- Describe a community health literacy approach (#5)
- Recommend health literacy-focused changes for at least 1 public health or healthcare organization or community (#9)

Required reading:
2. Beauchamp et al, 2017, Systematic development and implementation of interventions to OPtimise Health Literacy and Access (Ophelia) (reserves)
3. Horowitz Center for Health Literacy web site, Health Literacy Champions (web resource)

Recommended reading:
• Osborne et al, 2013, The grounded psychometric development and initial validation of the Health Literacy Questionnaire (HLQ) (reserves)
• CDC health literacy web site, Attributes of a Health Literate Organization (web resource)

Assignments:
• Participation grade #2 will be assigned after class

Additional Literature, Websites and Other Resources:
• Agency for Healthcare Research and Quality (AHRQ) Health Literacy Center: https://www.ahrq.gov/professionals/clinicians-providers/resources/health-literacy.html
• Centers for Disease Control and Prevention (CDC) health literacy website: www.cdc.gov/healthliteracy
• Health Information National Trends Survey (HINTS): https://hints.cancer.gov/
• National Health Education Standards www.cdc.gov/healthyschools/sher/standards/index.htm