University of Maryland School of Public Health

HLTH 688L Health Literacy

Semester:	Fall 2019		
Section:			
Classroom and Time:	BCH conference room 1242, Wednesday 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. Describe at least 1 health literacy model
3. Explain how literacy and numeracy skills affect health literacy
4. Compare and contrast at least 3 health literacy definitions and give at least 2 examples to illustrate each definition
5. Compare at least 3 different ways to measure health literacy
6. Use literacy/numeracy and health literacy data to identify appropriate activities, resources, and policies

7. Assess population and community needs, assets, and capacities that affect health literacy
8. Evaluate health literacy activities in different social contexts and for different populations and diseases/conditions
9. Analyze the intersections of health literacy and cultural competence/humility approaches
10. Demonstrate health literacy techniques in health messages and materials
11. Recommend health literacy-focused changes for at least 1 public health or healthcare organization or community
12. Describe a community health literacy approach

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:
I recommend you take class notes with paper and pen/pencil. The UMD Teaching and Learning Center promotes handwritten class notes to facilitate learning.

We will use laptop computers or tablets with wireless connections in the classroom for classroom activities. Mobile phones must be off and out of sight, except when authenticating network log in.

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 ask me and all your classmates in advance. No one can record 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 3 major graded assignments, several minor assignments, and graded class participation, which includes in and out of class activities.

The 3 major graded assignments are a midterm, final presentation/paper, and a health material created for a primary audience.
- The midterm will be short essays and is scheduled for **October 16**.
- I will introduce the paper in session 1, and you will work on it steadily through the semester. You will submit the topic in Canvas by **September 18**. The detailed outline will be due **October 30**. You will do an in-class presentation on your draft final paper **November 20.** 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 16**, and the materials will be due in Canvas by **November 26, 3 p.m**. You will post comments on other students' materials in Canvas. 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 18** for my approval. Please give the topic careful thought so that you can you begin working on the outline and paper. Switching topics mid-semester is not a good idea. The outline is intended to keep you on track and should be annotated with sources. I will distribute/post specific instructions in Canvas about the outline and paper.

Topic 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

Use of Course Assistance Websites and Online Group Forums: Course assistance websites, such as CourseHero and others, are not permitted resources for SPH courses, unless the professor explicitly gives permission for you to use one of these sites. <u>Material pulled from these sites can be deemed unauthorized material and a violation of academic integrity</u>. These sites offer information that might not be accurate and more generally stifle the learning process. In addition, it is understandable that students may use one of a variety of online or virtual forums for course-wide discussion (e.g., GroupME, WeChat, etc.). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited. Examples include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Additional information on academic integrity is found in **University Course Related Policies**, below.

University Course Related Policies:

<u>All University of Maryland-approved course policies are provided at the following website:</u>
https://gradschool.umd.edu/course-related-policies

<u>Policy descriptions, resources, and links to official policy documents are
 provided for:</u>

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.

Course and Credit Changes and Withdrawals
Reasonable Expectations of Faculty in Conducting Academic Courses
Official UMD Communication: Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications.
Arbitrary and Capricious Grading Policy
Incomplete Grades
Good Standing and Academic Probation and Dismissal
Leave of Absence Policies
Graduate Student Rights and Responsibilities
Grievance Procedure
Other Resources: Ombuds Office, counseling, learning workshops, tutoring, writing help, questions about graduation, 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 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 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 with a total point value of 100.

Graded assignments and point values:
- Class participation: 16 (8 assigned by mid-semester, 8 at end of class)
- Written summary and presentation of a week's reading: 5
- Health literacy, bias, culture, language annotated outline: 10
- Midterm: 16
- Health material: 15

- Final paper outline: 5
- Final presentation: 11
- Final paper: 22

Class participation: I expect each student to prepare for class and actively be part of class discussions and activities. Activities before and during class encourage your participation.

Not graded and included in class participation: Canvas discussion boards outside of class time

Written summary and presentation of a week's readings: You will sign up to provide a written summary and oral presentation of one week's readings. The written summary is 2 pages and includes the main points; your commentary on the readings, such as the use or lack of theory, clear concepts, and research questions; appropriateness and quality of methods; significance of results; and the implications and outstanding issues raised by the readings. This exercise will help consolidate what you learned and develop your skills in describing, analyzing, and synthesizing in writing.

Health literacy, bias, culture, and language annotated outline: described in week 6.

Midterm: A written mid-term will include several essay responses.

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.

Recommended activity, no points: Attend the Prince George's Healthcare Action Coalition meeting on September 10th from 6-8pm at 1801 McCormick Dr. (Conference Room 1), Largo, MD 20774. This is the county's Local Health Improvement Coalition that is implementing the community health needs assessment. You will experience local public health in action and learn about how one county is discussing and addressing health literacy in the context of other priorities. The Coalition has 3 workgroups, one of which is Health Equity, and the Health Literacy Sub-committee is part of the Health Equity Workgroup. 2016 Prince George's County Community Health Needs Assessment (web resource) https://www.princegeorgescountymd.gov/ArchiveCenter/ViewFile/Item/2884

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:

Session	Date	Topic	Graded Assignments & Special Events
**Course Schedule Summary**			
# 1	8/28/19	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	
# 2	9/4/18	Theories, frameworks, and models used in health literacy	Sign up in Canvas for week to present readings
# 3	9/11/18	Health literacy measures	Select 2 measures from Toolshed and present them to the class
# 4	9/18/18	Health literacy, literacy, and numeracy	Paper topic due in Canvas
# 5	9/25/18	Health literacy and healthcare service delivery, quality, and outcomes, provider-patient communication	Guest lecture
# 6	10/2/18	Online class: Health literacy, cultural competence/humility, and language access	Annotated outline due in Canvas by 6:45 p.m.; comment on another student's outline before 10/9 class
# 7	10/9/18	Part 1: Health literacy topic: oral health Part 2: Health literacy and interventions: diabetes example	Guest lecture, Part 1; participation grade #1 assigned
# 8	10/16/18	Part 1: Midterm Part 2: Introduce health material assignment and discuss paper outline and final paper	Midterm
# 9	10/23/18	Health literacy and oral and written communication	
# 10	10/30/18	Health literacy and risk communication	Paper outline due
# 11	11/6/18	Tools to develop and evaluate written materials	
# 12	11/13/18	Health literacy and digital communication	Possible guest lecture
# 13	11/20/18	Present draft paper for feedback	In-class presentations

# 14	11/27/18	NO CLASS because of student holiday. In lieu of class, post your health material in Canvas and provide one piece of feedback on each of the other students' materials	Health materials due in Canvas 11/26 by 3 p.m. Comments due by 12/4, 3 p.m.
# 15	12/4/18	Health literacy and public health organizational readiness; community health literacy	Participation grade #2 assigned
FE	TBA	Final Paper due – day/time to be announced; What is a health literate society and how do we create it? Next steps	Submit final paper

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.

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)
3. Healthy People 2030 Framework (web resource)

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

Assignments:
- Begin thinking about your paper topic, which is due by Sept. 18 3 p.m. in Canvas
- Begin *Other People's Words* and make enough progress that you are prepared for Sept. 18 class

Session 2	**Sept. 4, 2018**

Topic: Theories, frameworks, models, and definitions used in health literacy

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

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Learning objectives:
- Describe at least one health literacy model (#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)

Required reading:
1. Continue *Other People's Words*
2. Sørensen et al, 2012 Health literacy and public health: A systematic review and integration of definitions and models (reserves)
3. Nutbeam, 2000, Health literacy as a public health goal (reserves)
4. Farmanova et al, 2018, Organizational health literacy (reserves)

Assignments:
Sign up in Canvas for week to present readings

Session 3	**Sept. 11, 2018**

Topic: Health literacy measures

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

Learning objective:
- Explain how literacy and numeracy skills affect health literacy (#3)
- Compare at least 3 different ways to measure health literacy (#5)
- Use literacy/numeracy and health literacy data to identify appropriate activities, resources, and policies (#6)

Required reading:
1. Continue *Other People's Words*
2. Kutner et al, 2006, The Health Literacy of America's Adults (web resource)
3. Health Literacy Tool Shed (web resource)
4. Nguyen, Pasche-Orlow, and McCormack, 2017, The State of the Science of Health Literacy Measurement (reserves)

Assignments:
- Select 2 measures from Toolshed and present them to the class; consider the validity, reliability, and intended purpose of the measures

Session 4	**Sept. 18, 2018**

Topic: Health literacy, literacy, and numeracy

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

Learning objective:

- Explain how literacy and numeracy skills affect health literacy (#3)
- Use literacy/numeracy and health literacy data to identify appropriate activities, resources, and policies (#6)

Required reading:
- *Literacy, Numeracy, and Problem Solving in Technology-Rich Environments Among U.S. Adults: Results from the Program for the International Assessment of Adult Competencies 2012* (web resource)
- *The Nation's Report Card* (web resource)
- Purcell-Gates, 2007, Complicating the Complex, in *Cultural Practices of Literacy* (reserves)
- Archie Willard talks about struggling to read (Health Literacy Out Loud podcast, web resource)

Recommended reading
- Kersten, 2007, Literacy and Choice, in *Cultural Practices of Literacy* (reserves)

Assignments:
- Complete *Other People's Words* for class discussion
- Paper topic due in Canvas by 3 p.m.

Session 5	**Sept. 25, 2018**

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

Guest lecture: Cindy Brach, health literacy and cultural competence lead for the federal Agency for Healthcare Research and Quality

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 (#8)
- Demonstrate health literacy techniques in health messages and materials (#10)
- Recommend health literacy-focused changes for at least 1 public health or healthcare organization or community (#11)

Required reading:
1. Brach, 2016, Even In An Emergency, Doctors Must Make Informed Consent An Informed Choice (reserves)
2. Brach et al, 2012, Ten attributes of health literate health care organizations (web resource)
3. Brega et al, 2019, Organizational Health Literacy: Quality Improvement Measures with Expert Consensus (web resource)

Recommended reading:
- Rudd et al, 2019, *HLE2: The health literacy environment of hospitals and health centers* (web resource)
- Brach, 2017, The Journey to Become a Health Literate Organization: A Snapshot of Health System Improvement (reserves)
- 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)

Session 6	Oct. 2, 2018

Topic: Health literacy, bias, 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 (#9)

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)
3. Kreuter MW and McClure SM, 2004, The role of culture in health communication (reserves)

Required online courses:

1. Georgetown University National Center for Cultural Competence, Conscious and unconscious biases in health care (web resource)
2. CDC, Effective communication for healthcare teams (web resource, requires free registration with TRAIN)

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
- Dreachslin et al, 2013, *Diversity and cultural competence in health care: A systems approach*, ebook available through UMD libraries

Assignment:
- This will be an online class. You will complete the 2 online training courses and then use the courses, class readings, and other references you find to develop an annotated outline for an

evidence-based educational activity for public health professionals on health literacy, bias, cultural competence/humility, and language access
- Post your annotated outline in Canvas by the end of the class period (6:45 p.m.)
- Before the next class, review and comment on one other student's outline

Session 7	Oct. 9, 2018

Part 1 Topic: Health literacy topic: oral health
Part 2 Topic: Health literacy and diabetes

Part 1 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 (#8)

Required reading:
1. Allukian M Jr., Carter-Pokras O, Gooch B, Horowitz A, Iida H, Jacob M, Kleinman D, Kumar J, Maas W, Pollick H, Rozier R, 2017, Science, Politics and Communication: The Case of Community Water Fluoridation in the US. (reserves)
2. Horowitz AM, Maybury C, Kleinman DV, Radice SR, Wang MQ, Child, W, Rudd RE, 2014, Health literacy environmental scans of community-based dental clinics in Maryland. (reserves)
3. Horowitz AM, Kleinman DV, Wang MQ, 2013, What Maryland Adults with Young Children Know and do about Preventing Dental Caries. (reserves)

Recommended reading:
- Mary Otto, *Teeth*, 2017
- Horowitz AM, Kleinman DV, Child W. Radice, SD, Maybury C, 2017, Perceptions of dental hygienists and dentists about preventing Early Childhood Caries: A qualitative study. (reserves)
- 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

Part 2: Health literacy and diabetes

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 (#8)

Required reading:
1. Rogers et al, 2016, Engaging Minority Youth in Diabetes Prevention Efforts Through a Participatory, Spoken-Word Social Marketing Campaign (reserves)
2. Schillinger et al, 2018, Do Low Income Youth of Color See "The Bigger Picture" When Discussing Type 2 Diabetes: A Qualitative Evaluation of a Public Health Literacy Campaign (reserves)

Session 8	Oct. 16, 2018

- Midterm (1.5-1.45 hours)
- Introduce health material assignment and discuss paper outline and final paper

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 (#10)

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)

Session 10	Oct. 30, 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 (#3)
- Use literacy/numeracy and health literacy data to identify appropriate activities, resources, and policies (#6)

Required reading:
1. Slovic P, 1987, Perception of risk (reserves)
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)

Assignments:
- Paper outline due in Canvas by 3 p.m.

Session 11	Nov. 6, 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 (#10)

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)

Session 12	Nov. 13, 2018

Topic: Health literacy and digital communication

Possible guest lecture

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 (#10)

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 13	Nov. 20, 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 14	Nov. 27, 2018

NO CLASS because of student holiday. In lieu of class, post your health material in Canvas and provide one piece of feedback on each of the other students' materials. Health materials due in Canvas 11/26 by 3 p.m. Comments due by 12/4, 3 p.m.

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)
- Recommend health literacy-focused changes for at least 1 public health or healthcare organization or community (#11)
- Describe a community health literacy approach (#12)

Required reading:
1. Baur, et al, 2017, A review and report of community-based health literacy interventions (web resource)
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/

- *Health literacy interventions and outcomes: an updated systematic review* www.ahrq.gov/downloads/pub/evidence/pdf/literacy/literacyup.pdf
- IOM *Health Literacy: Prescription to End Confusion* www.nationalacademies.org/hmd/Reports/2004/Health-Literacy-A-Prescription-to-End-Confusion.aspx
- Medline/PubMed Health Literacy Search: www.nih.gov/institutes-nih/nih-office-director/office-communications-public-liaison/clear-communication/health-literacy
- National Health Education Standards www.cdc.gov/healthyschools/sher/standards/index.htm
- Roundtable on Health Literacy, The National Academies of Sciences, Engineering, and Medicine: http://nationalacademies.org/hmd/Activities/PublicHealth/HealthLiteracy.aspx