Course Description:
The purpose of this 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 and how health literacy affects a wide range of outcomes. Students will learn the basics of health literacy concepts, models, and research methods, and discuss similarities and differences in health literacy research in clinical and public health 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:  None

Course Learning Objectives:
By the end of the 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 3 different definitions of “health literacy” and give at least 2 examples of how to apply each definition
3. Evaluate health literacy in different health contexts
4. Demonstrate health literacy techniques in health messages and materials for different audiences
5. Recommend how to address health literacy issues in policies, programs, organizations, and communities

Program Competencies Addressed in this Course:
The following competencies for the MPH are addressed in this course:

1. Assess population needs, assets, and capacities that affect communities’ health (#7)
2. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs (#8)
3. Select methods to evaluate public health programs (#11)
4. Advocate for political, social or economic policies and programs that will improve health in diverse populations (#14)
5. Select communication strategies for different audiences and sectors (#18)
6. Communicate audience-appropriate public health content, both in writing and through oral presentation (#19)
7. Describe the importance of cultural competence in communicating public health content (#20)
8. Apply systems thinking tools to a public health issue (#22)

Required Texts and Other Readings:

Required:
Other People’s Words: The Cycle of Low Literacy, Victoria Purcell-Gates
Journal articles and reports listed in the detailed weekly session outline

Recommended:
Journal articles and reports listed in the detailed weekly session outline
Teeth, Mary Ott

Required Technology and Other Materials: Laptop or tablet with wireless access for in-class work

Personal Technology Policy:
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 email, checking Facebook, 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. Please set up your notifications so that you receive emails and course notices through your preferred channel.

Course Requirements and Expectations:
This course is intended to provide you foundational health literacy knowledge and skills so that you prepare yourself to specialize in health literacy (research or practice) or can include health literacy in other public health research, projects, and topics. I expect you to read carefully and engage deeply with the course content, which is primarily in the form of journal articles, reports, guidelines, and professional tools.

The course is organized around problem-solving activities that will allow you to apply what you learn from the readings and discussions. 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 prepare and deliver an oral report and final paper. The final paper will be a brief literature review and commentary.

You should plan to spend 6-9 hours per week outside of class on reading, written assignments, and online quizzes. You will use Elms for online quizzes. The course is designed to help you gain knowledge and basic understanding before class through reading, online quizzes, and brief written assignments. We will use class time for clarifications, discussion, problem-solving activities, occasional guest lectures, and feedback.

I will evaluate your participation based on the frequency and substance of in-class and Elms questions and comments. Posing your own thoughtful questions that stimulate discussion can be as much of a contribution as answering my questions to you. I am looking for questions and comments that add to and advance everyone’s understanding of the material.

University Course Related Policies:

It is our shared responsibility to know and follow UMD policies that relate to all courses. Please be familiar with the following policies that may affect this course.

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.
- **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.
- **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 doing something about it. 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.

Major Graded Assignments:

This course has 2 major graded assignments, 3 minor assignments, and graded class participation, which includes pre-class and in-class activities listed by week in the syllabus.

The 2 major graded assignments are an environmental scan and recommendations paper (including an outline and in-class presentation) 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 or audience/population for approval by September 12. The outline will be due October 9. You will sign-up for an in-class presentation on either November 28 or Dec. 5. The final paper will be the last day of class, December 5.
I will introduce the health material activity on October 17, and we will work on materials in class until November 7. The health material will be due by 10 a.m. **November 14.** 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 new topic or audience/population that you choose and can relate to health literacy. This can be a topic or audience/population you already work on or are studying in another class, or you can choose something new that you’d like to learn more about. You must submit your topic by September 12 for my approval.

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

I will distribute/post specific instructions in Elms about which elements the paper must include.

Class participation: I expect frequent and substantive participation from all students. The pre-class and in-class assignments are intended to prime and focus your thinking so you are ready to participate in discussions. I will check off your participation every week.

**Grading Procedures:**

Graded activities and assignments:
- Class participation: 30 points
- Template for Coalition meeting (session 3): 5 points
- Lupton reading response (session 4): 5 points
- Risk messages (session 10): 5 points
- Health material (session 11): 20 points
- Environmental scan outline: 5 points
- Environmental scan presentation: 10 points
- Environmental scan and recommendations paper: 20 points

**Grading**
- 96 - 100%        A+
- 93 – 95           A
- 90 – 92           A-
- 86 – 89           B+
- 83 – 85           B
- 80 – 82           B-

5 (2016 template)
### Course Outline / Course Calendar:

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments: see outline for all assignments, only graded assignments and special events noted here</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1</td>
<td>8/29/17</td>
<td>Introduction to the course, syllabus, and assignments; why health literacy matters to public health research, evaluation, practice, and policy; literacy, numeracy, and communication as core components of health literacy</td>
<td></td>
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<tr>
<td># 2</td>
<td>9/5/17</td>
<td>Health literacy definitions and measurement</td>
<td></td>
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<tr>
<td># 3</td>
<td>9/12/17</td>
<td>Health literacy and community planning: Prince George’s County coalition meeting</td>
<td></td>
</tr>
<tr>
<td># 4</td>
<td>9/19/17</td>
<td>Evaluate healthcare environments for health literacy challenges and opportunities</td>
<td>Guest lectures: Dr. Rima Rudd, Cindy Brach</td>
</tr>
<tr>
<td># 5</td>
<td>9/26/17</td>
<td>Connect health literacy, cultural competence, and language access</td>
<td>Submit Lupton response by 9/27, 10 a.m., 5 points</td>
</tr>
<tr>
<td># 6</td>
<td>10/3/17</td>
<td>Patient and provider communication; oral communication for health</td>
<td>Optional: Mona Center visit 10/13</td>
</tr>
<tr>
<td># 7</td>
<td>10/10/17</td>
<td>Oral health and health literacy</td>
<td>Submit paper outline by 10/9 10 a.m., 5 points</td>
</tr>
<tr>
<td># 8</td>
<td>10/17/17</td>
<td>Introduction to health literacy insights, techniques, and health materials; introduction to plain language; introduction to user-centered design</td>
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<tr>
<td>#</td>
<td>Day/Date</td>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td># 9</td>
<td>10/24/17</td>
<td>Health literacy tools</td>
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<tr>
<td># 10</td>
<td>10/31/17</td>
<td>Risk communication, numeracy, and health literacy</td>
<td>Submit risk messages by end of class, 5 points</td>
</tr>
<tr>
<td># 11</td>
<td>11/7/17</td>
<td>Workshop: user centered-design methods for health literacy</td>
<td>Guest lecture: Sandy Hilfiker; submit health material by 11/14, 10 a.m., 20 points</td>
</tr>
<tr>
<td># 12</td>
<td>11/14/17</td>
<td>Measures and evaluation ideas for Prince George’s Coalition plans</td>
<td></td>
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<tr>
<td># 13</td>
<td>11/21/17</td>
<td>Design communities and organizations that improve health literacy</td>
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<tr>
<td># 14</td>
<td>11/28/17</td>
<td>Environmental scan presentations</td>
<td>50% present in class, 10 points</td>
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<tr>
<td># 15</td>
<td>12/5/17</td>
<td>Environmental scan presentations</td>
<td>50% present in class, 10 points; final paper due end of class, 20 points</td>
</tr>
</tbody>
</table>

Final exam time slot    TBD  Required class debrief

Note: Numbers in brackets after learning objectives show linkage between material covered in each session and the numbered program competencies shown on page 1 of this syllabus.

### Required Session Outline

**Session 1**

| Day/Date | August 29, 2017 |

**Topic:** Introduction to the course, syllabus, and assignments; why health literacy matters to public health research, evaluation, practice, and policy; literacy, numeracy, and communication as core components of health literacy

**Learning Objectives for Session**

Program competencies: 1,3,7

Learning objectives: 1,5

**Required reading:**

1. *IOM Prescription to End Confusion*, pp. 19-26, 240-242 (web resource)
2. *National Action Plan to Improve Health Literacy* (web resource)
3. *Healthy People 2020 Health Communication and Health IT Topic Area* (web resource)

**Recommended reading:**

- *IOM Prescription to End Confusion*, remaining chapters (web resource)
• Koh et al, 2013, Toward a systems approach to health literacy research (reserves)
• Koh et al, 2012, New federal policy initiatives to boost health literacy can help the Nation move beyond the cycle of costly “crisis care” (reserves)

Assignments
• In-class activity: Health literacy concept mapping

<table>
<thead>
<tr>
<th>Session 2</th>
<th>Day/Date</th>
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<tbody>
<tr>
<td>Topic: Health literacy definitions and measurement</td>
<td>September 5, 2017</td>
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</tbody>
</table>

Learning Objectives for Session
Program competencies: 1
Learning objectives: 2

Required readings:

Recommended reading:
• National Library of Medicine Health Literacy Tool Shed (web resource)

Assignments
• Pre-class: complete Elms quiz by 9/5 10 a.m.
• Bring to class: Write your own health literacy definition with at least 3 bullet point justifications, be prepared to explain to class
• In-class: Problem-solving activity #1 – design health literacy measures

<table>
<thead>
<tr>
<th>Session 3</th>
<th>Day/Date</th>
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<tbody>
<tr>
<td>Topic: Health literacy and community planning: Prince George’s Healthcare Action Coalition</td>
<td>September 12, 2017</td>
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</tbody>
</table>

NOTE: Class will meet at 5 p.m. for the Coalition’s fall kick-off meeting at 1801 McCormick Dr. Largo, MD (conference rm. 1). The meeting runs from 6-8 p.m. and includes dinner. We will meet at 5 p.m. in Largo and have a pre-meeting class discussion. Please plan on staying until 8 p.m., and let me know in advance if this creates a hardship.

Learning Objectives for Session
Program competencies: 1
Learning objectives: 2
### Required readings
2. Meeting slides (posted in Elms files)

### Recommended reading:
1. Baur, 2010, New directions in research on public health and health literacy (reserves)

### Assignments
- Pre-class: review Coalition slide sets (posted in Elms)
- **Pre-class: submit paper topic in Elms by 9/12 10 a.m.**
- During Coalition meeting: Complete template about the meeting
- **Post class: Submit completed template through Elms by 9/15 10 a.m.**

### Session 4
**Day/Date**
September 19, 2017

**Topic:** Evaluate healthcare environments for health literacy challenges and opportunities

**Guest lectures:**
- 4-5 pm: Dr. Rima Rudd, Harvard School of Public Health
- 5:30-6:45: Cindy Brach, Agency for Healthcare Research and Quality (AHRQ)

**Learning Objectives for Session**
- Program competencies: 7
- Learning objectives: 3, 5

**Required reading:**
3. AHRQ, Health Literacy Universal Precautions Toolkit, 2nd ed. (web resource)

**Assignments**
- Pre-class: Write a 2-3 page description of a healthcare experience you or someone close to you had. Using the readings, label 3-4 health literacy issues (positive or negative) in that experience. Identify if they are individual, cultural, community, or system level concerns.
- In-class: Reflective response to speakers

### Session 5
**Day/Date**
September 26, 2017

**Topic:** Connect health literacy, cultural competence, and language access

**NOTE:** Class is virtual, not in-person, this week. You have extra reading and online assignments and discussions.
Learning Objectives for Session
Program competencies: 2, 6
Learning objectives: 4

Required reading:
1. Andrulis and Brach, 2007, Integrating literacy, culture, and language to improve health care quality for diverse populations (reserves)
2. Think Cultural Health website and National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care
3. Lupton, 2012, Medicine as culture: Illness, disease and the body in western societies, chapters introduction, 4 and 5 (reserves)

Recommended reading:
- Additional chapters in Lupton
- Roundtable on Health Literacy, 2016, Integrating health literacy, cultural competence, and language access services: Workshop summary (web resource)

Assignments:
- Write a 4-5 page response to Lupton. Summarize her argument and comment on how it aligns with or challenges the views on culture, health literacy, and health in the other readings for the week. Is Lupton discussing health literacy in different terms or does she not address it? State which readings and resources you agree with and why. Support your position with examples from other materials in the class so far, projects you have been involved with before, or personal experience (can also refer to family & friends, no real names please).
Submit response in Elms by 9/27 10 a.m.

Session 6
October 3, 2017

Topic: Patient and provider communication; oral communication for health

Learning Objectives for session
Program competencies: 4, 5
Learning objectives: 4

Required reading:
1. Roter D, 2011, Oral literacy demand of health care communication: Challenges and solutions (reserves)
2. Rubin D, 2012, Listenability as a tool for advancing health literacy (reserves)
3. Always use teach-back toolkit, Interactive Learning Module (web resource)

Assignments
- Pre-class: Choose one of the resources on AHRQ’s Tips and Tools: Questions are the Answer webpage (web resource). Determine if the resource is research-based, a best practice, or neither. Summarize your findings and recommend at least 1 improvement to the resource.
- In-class: Present the resource, analysis, findings, and recommendation
Outside-of-class community research opportunity: We are invited to go along with the Mona Center Fearless Ideas class on Friday October 13 to be part of field work at the Mona Center. This is optional but recommended if you can free up the day. You will see “user-centered design thinking,” which we discuss in Session 8, in action. We can ride the UMD bus to the Center.

<table>
<thead>
<tr>
<th>Session 7</th>
<th>October 10, 2017</th>
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<tbody>
<tr>
<td>Topic: Oral health and health literacy</td>
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<tr>
<td>Learning Objectives for Session</td>
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<tr>
<td>Program competencies: 1, 4</td>
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<td>Learning objectives: 3</td>
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<tr>
<td>Required reading</td>
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</tr>
<tr>
<td>1. Allukian M Jr., Carter-Pokras O, Gooch B,</td>
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<tr>
<td>Horowitz A, Iida H, Jacob M, Kleinman D,</td>
<td></td>
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<tr>
<td>Kumar J, Maas W, Pollick H, Rozier R, 2017,</td>
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<tr>
<td>Science, Politics and Communication: The Case</td>
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<td>of Community Water Fluoridation in the US.</td>
<td>(reserves)</td>
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<td>2. Horowitz AM, Maybury C, Kleinman DV,</td>
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<tr>
<td>Health literacy environmental scans of</td>
<td></td>
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<tr>
<td>community-based dental clinics in Maryland.</td>
<td>(reserves)</td>
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<td>3. Horowitz AM, Kleinman DV, Wang MQ, 2013,</td>
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<td>What Maryland Adults with Young Children</td>
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<td>Know and do about Preventing Dental Caries.</td>
<td>(reserves)</td>
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<td>Recommended reading</td>
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<td>- Mary Otto, Teeth, 2017</td>
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<td>- Horowitz AM, Kleinman DV, Child W, Radice,</td>
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<td>SD, Maybury C, 2017, Perceptions of dental</td>
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<td>hygienists and dentists about preventing</td>
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<td>Early Childhood Caries: A qualitative study.</td>
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<td>(reserves)</td>
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<tr>
<td>- Horowitz AM, Child W, Kleinman DV,</td>
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<tr>
<td>Maybury C, 2015, Perspectives of Maryland</td>
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<tr>
<td>Adults Regarding Caries prevention. (reserves)</td>
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<td>Assignments</td>
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<tr>
<td>- Pre-class: Submit paper outline through</td>
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<td>Elms by 10/9 10 a.m.</td>
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<tr>
<td>- In-class: Problem-solving activity #2,</td>
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<td>Making the case for community water</td>
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<td>fluoridation</td>
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<thead>
<tr>
<th>Session 8</th>
<th>October 17, 2017</th>
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<tbody>
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<td>Topic: Introduction to health literacy insights,</td>
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<td>techniques, and health materials; introduction</td>
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<td>to plain language; introduction to user-</td>
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<td>centered design</td>
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<tr>
<td>Learning Objectives for Session</td>
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<td>Program competencies: 1, 5, 6</td>
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<td>Learning objectives: 4</td>
<td></td>
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<tr>
<td>Required reading</td>
<td></td>
</tr>
<tr>
<td>1. Doak, Doak, and Root, 1996, Teaching Patients</td>
<td></td>
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<tr>
<td>with Low Literacy Skills, chapters 1, 3, 4, 5,</td>
<td></td>
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<tr>
<td>6, 7, 9, and 10 (skip chapters 2 and 8)</td>
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<tr>
<td>(web resource)</td>
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<tr>
<td>2. CDC Clear Communication Index full score</td>
<td></td>
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<tr>
<td>sheet and User Guide (web resource)</td>
<td></td>
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<tr>
<td>3. Complete Other People’s Words (required text)</td>
<td></td>
</tr>
</tbody>
</table>
Recommended reading

4. Federal plain language guidelines (web resource)
5. Basics of user experience, usability.gov (web resource)

Assignments:

6. Pre-class: Browse the CSAL health text library for adult learners; look at 2 texts at least from each of the easier, medium, and hard categories (web resource)
7. Pre-class: Write and bring to class 1 discussion question about Other People’s Words
8. In-class: Use the SAM to analyze 2 different types of health materials, such as web pages, flyers, brochures, posters, or health forms

Session 9

Topic: Health literacy tools

Learning Objectives for Session
Program competencies: 1, 5, 6
Learning objectives: 4

Required reading:

1. CMS, Toolkit for making written material clear and effective, section 4, part 7 readability formulas (web resource)
3. SMOG handout, Harvard health literacy website (web resource)

Recommended reading

- Baur and Prue, 2014, The CDC Clear Communication Index is a new evidence-based tool to prepare and review health information (reserves)

Assignments:

- Pre-class: Analyze 1 sample material with the Index, PEMAT, and readability formula
- In-class: Present draft materials; problem-solving activity #4, help organization with materials

Session 10

Topic: Risk communication, numeracy, and health literacy

Learning Objectives for Session
Program competencies: 4, 5
Learning objectives: 3, 4

Required reading:

3. CDC online course, Fundamentals of communicating health risks (web resource)

Recommended reading:
- Roundtable on Health Literacy, *Health literacy and numeracy: Workshop summary* (web resource)
- FDA *Communicating Risks and Benefits* (web resource)

Assignments:
- In-class: In groups, draft and present 3 risk messages that you propose will work for the mother and son from *Other People’s Words*; **turn in risk messages by the end of class**

### Session 11

**November 7, 2017**

**Topic:** Workshop: user centered-design methods for health literacy

**Guest lecture:** Sandy Hilfiker, MA, Principal, Chief Experience Officer, CommunicateHealth, Inc.

**Learning Objectives for Session**
- Program competencies: 1, 5, 6
- Learning objectives: 4

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

**Assignments:**
- In-class discussion with guest lecturer
- Post-class: Turn in health material by 10 a.m. Nov. 14

### Session 12

**November 14, 2017**

**Topic:** Measures and evaluation ideas for Prince George’s Healthcare Action Coalition

**Learning Objectives for Session**
- Program competencies: 3
- Learning objectives: 3

**Required reading:**
1. CDC Evaluation Framework (web resource)
2. Prince Georges’ County Coalition slides (from session 3)

**Recommended reading**
- National Health Education Standards (web resource)
Assignments
- In-class: Problem-solving activity #5 on measures and evaluation suggestions for the Coalition

Outside-of-class community research opportunity: The Mona Center Fearless Ideas class is returning for a second visit on Friday November 17. This is optional but recommended if you can free up the day. We can ride the UMD bus to the Center.

### Session 13  November 21, 2017

**Topic:** Design communities and organizations that improve health literacy

**Learning Objectives for Session**
- Program competencies: 4, 8
- Learning objectives: 1, 2, 5

**Required reading:**
- Review *National Action Plan to Improve Health Literacy* (web resource)
- Review *Ten Attributes of a Health Literate Health Care Organization* (web resource)
- Beauchamp et al, 2017, Systematic development and implementation of interventions to OPtimise Health Literacy and Access (Ophelia) (reserves)

**Recommended reading:**
- Osborne et al, 2013, The grounded psychometric development and initial validation of the Health Literacy Questionnaire (HLQ) (reserves)

**Assignments:**
- In-class discussion: How might the Ophelia model work in the U.S.? Would this model help us achieve the national goals? How does the Ophelia model fit with the topic of your paper?

### Session 14  November 28, 2017

**Topic:** Environmental Scan Presentations

**Learning Objectives for Session**
- Program competencies: 6
- Learning objectives: 1, 5

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

**Assignments:**
- In-class: Presentations from those assigned this week
- In-class: Classmate feedback forms

### Session 15  December 5, 2017

**Topic:** Environmental Scan Presentations
Learning Objectives for Session
Program competencies: 6
Learning objectives: 1, 5

No new reading

Assignments:
- In-class: Presentations from those assigned this week
- In-class: Classmate feedback forms
- End of class: Turn in final paper

FINAL EXAM PERIOD: Day & TIME TBD, REQUIRED CLASS DEBRIEF

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