# Gaps and Priorities for Future Research
# Health Literacy Research Conference
# Schedule of Speakers

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| 9:00 – 9:25 | Welcome | **Rose Martinez, ScD**, Director of the Institute of Medicine's Board on Population Health and Public Health Practice |
| | Introduction | **Helen I. Meissner, PhD**, Senior Advisor<br>Office of Behavioral and Social Sciences Research<br>Office of the Director, National Institutes of Health |
| | Moderator | **Ruth Parker, MD**, Professor of Medicine<br>Emory University School of Medicine |
| 9:25 – 9:55 | Public Health Approaches to Health Literacy | **Cynthia Baur, PhD**, Director<br>Health Communication and Marketing, Centers for Disease Control<br><br>**Marin Allen, PhD**, Deputy Associate Director<br>Office of Communications and Public Liaison |
| 9:55 – 10:25 | Health Disparities and Health Literacy | **Kyu Rhee, MD, MPH**, Chief Public Health Officer<br>Health Resources and Services Administration<br><br>**Linda Kwon, MPH**, Public Health Analyst<br>Health Resources and Services Administration |
| 10:25 – 10:40 | BREAK | |
| 10:40 – 11:10 | Health Information Technology | **Vish Viswanath, PhD**, Associate Professor<br>Harvard School of Public Health<br><br>**Michael Paasche-Orlow, MD, MA, MPH,** Associate Professor<br>Boston University Medical Center |
| 11:10 – 12:00 | Break/Assemble small group discussions over box lunch | |

We want your input.
Please get your lunch and go to your assigned group.

# Small Group Discussion Guide

The goal of the small group discussion is to invite participant input regarding remaining gaps and priorities in health literacy research.

To provide a springboard for stimulating discussion, below is a list of research topics highlighted in the current funding opportunity announcement.

**Nature and Scope**: modeling and measuring the nature and scope of health literacy, including the mix of abilities and skills required to be functionally "health literate" and the roles of basic literacy (i.e., reading, writing, speaking, listening, visual interpretation skills) and mathematics abilities (e.g., graphical interpretation and other quantitative skills) in health literacy.

1) **Lifespan and Cultural Differences:** variation in health literacy over the life course and the role of social and cultural factors in the development of health literacy.

2) **Mediators and Moderators**: mediators and moderators of health literacy, including information seeking, media and other social, contextual and environmental factors.

3) **Impacts and Consequences**: the impact and consequences of low health literacy on health outcomes, diseases, behaviors and treatments, including the contribution of health literacy to informed decision-making, adherence to preventive or therapeutic regimens, utilization of health care services, risk avoidance strategies and other consumer health-care related actions

4) **Education and Training**: the role of education and training in increasing levels of health literacy and improving health communication skills of patients and providers.

5) **Health Systems Interventions**: identification of effective interventions to improve health literacy among populations and to enable the healthcare and public health systems to communicate effectively across different health literacy levels.

6) **Methodology and Research Technology Development**: development and evaluation of effective methods and new technologies in health literacy research, including new assessment tools, approaches and measures.

**PLEASE INDICATE WHAT SHOULD REMAIN RESEARCH PRIORITIES AND WHERE YOU SEE IMPORTANT GAPS IN THE RESEARCH - AND RETURN TO GROUP FACILITATOR.**

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