



More Than Connecting the Dots: Linking Theory to Research to Create the Bigger Picture in Health Literacy

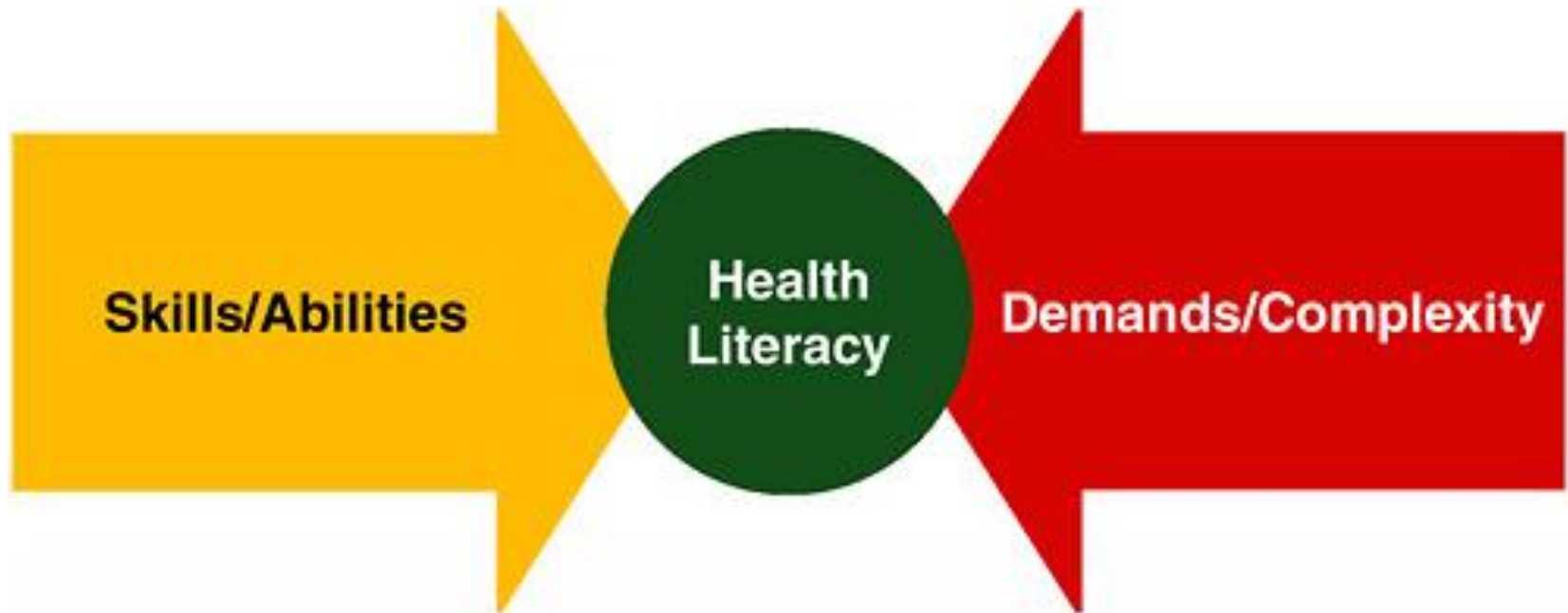
Adult Learning Theory

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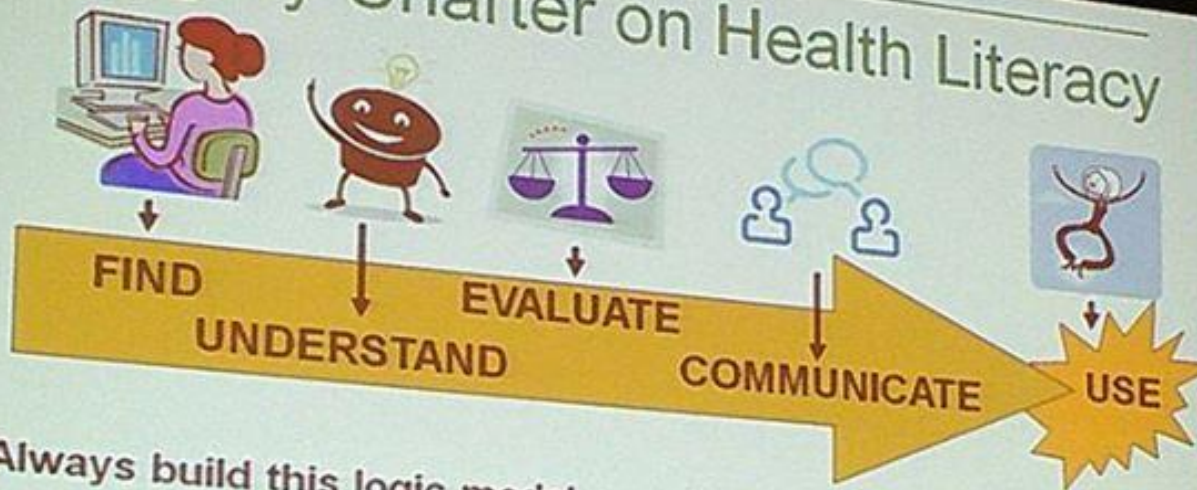
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Health Literacy Framework



Source: Institute of Medicine Committee on Health Literacy: A Prescription to End Confusion. Nielsen-Bohlman L, Panzer AM, Kindig DA, eds. Washington, DC: The National Academies Press; 2004.

Calgary Charter on Health Literacy



Always build this logic model on a foundational awareness of:

- Fundamental literacy - if your language fails, you fail.
- Scientific literacy - if you remove the science, you fail.
- Cultural literacy - if you ignore culture, you fail.
- Civic literacy - if you don't engage and empower people, you fail.

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The Calgary Charter as a framework for health literacy curriculum development and evaluation. Presented by Andrew Pleasant at the 2013 IHA Health Literacy Conference in Irvine, CA. May 2013.

Tufts Public Health

WORKING ACROSS DISCIPLINES AND GLOBAL BOUNDARIES

Domains for Health Literacy (Nutbeam 2001)

- **Functional health literacy** – basic skills in reading and writing to function effectively in everyday situations
- **Interactive health literacy** – more advanced skills to derive meaning and apply to changing circumstance
- **Critical health literacy** – cognitive and social skills to critically analyze and use information for change

Source: Nutbeam D. Health literacy as a public health goal: a challenge for contemporary health education and communication strategies into the 21st century. *Health Promotion International*, 15, 259-267. 2001.

Learning Theory

- **Behaviorism** (Skinner 1974) – environment shapes learning, stimulus-response
- **Humanism** (Rogers 1983) – self-directed, consequence of human choice, self-actualization the goal

Learning Theory

- **Cognitive** (Piaget 1966) – mental process, information processing
- **Social Cognitive** (Bandura 1976) – people learn from observing others
- **Transformational** (Friere 1996) – learning is about change, critical reflection

MI Theory

- **Multiple Intelligences (Gardner 1993)**
 - Intelligence consists of multiple domains and all people have all domains.
 - A person may have high intelligence in one domain and low intelligence in another.

Eight Intelligences

- Linguistic “word smart”
- Logic / Mathematical “logic smart”
- Visual / Spatial “picture smart”
- Bodily /Kinesthetic “ body smart”
- Musical “music smart”
- Interpersonal “people smart”
- Intrapersonal “self smart”
- Naturalist “nature smart”

Adult Learning Theory

Andragogy (Knolls 1968)

Codifies the differences between “the art and science of helping children to learn” – pedagogy – and “the science of helping adults to learn”

Assumptions

1. Self concept from dependent to self-directed
2. Experience is a rich resource for learning
3. Readiness to learn related to social role
4. Problem-centered for immediate application
5. Internal rather than external motivation
6. Adults need to know why they need to know

Creating an Effective Learning Environment for Adults

Basic Principles (Vella 2002)

- Needs assessment
- Safety
- Sound relationships
- Sequence
- Praxis (action & reflection)
- Respect
- KAB
- Immediacy
- Clear roles
- Teamwork
- Engagement
- Accountability

Source: Vella, J. (2002). *Learning to Listen, Learning to Teach. The Power of Dialogue in Educating Adults.* Jossey-Bass. San Francisco.

Approaches

- **Traditional Approach**
(Classical Adult Education)
- **Learner-Centered**
(Progressive Adult Education)
- **Critical Approach**
(Radical Adult Education)

Traditional Approach

- **Purpose:** education is intellectual, expert knowledge is highly valued
- **Teacher:** teacher is expert and passes knowledge onto learners
- **Learner:** learner seeks knowledge not information
- **Methods:** subject centered, didactic, critical reading, lecture, sequential, lesson plans, homework, testing and grades



Learner-Centered



- **Purpose:** to give learner practical knowledge, problem solving skills
- **Teacher:** facilitator, guide through experiences that are educational
- **Learner:** adult learner needs and interests are key
- **Methods:** problem solving, project-based, draws on learner knowledge, experience, everyday context, and culture

Critical Approach



- **Purpose:** to bring about fundamental and economic change through education
- **Teacher:** equal with students in the learning process, suggests but does not determine direction
- **Learner:** equal to teacher in the learning process, central to constructing and interpreting knowledge
- **Methods:** dialogue, problem-solving, social action, addresses social issues, curriculum emerges

Theory-based Methods for Education and Communication

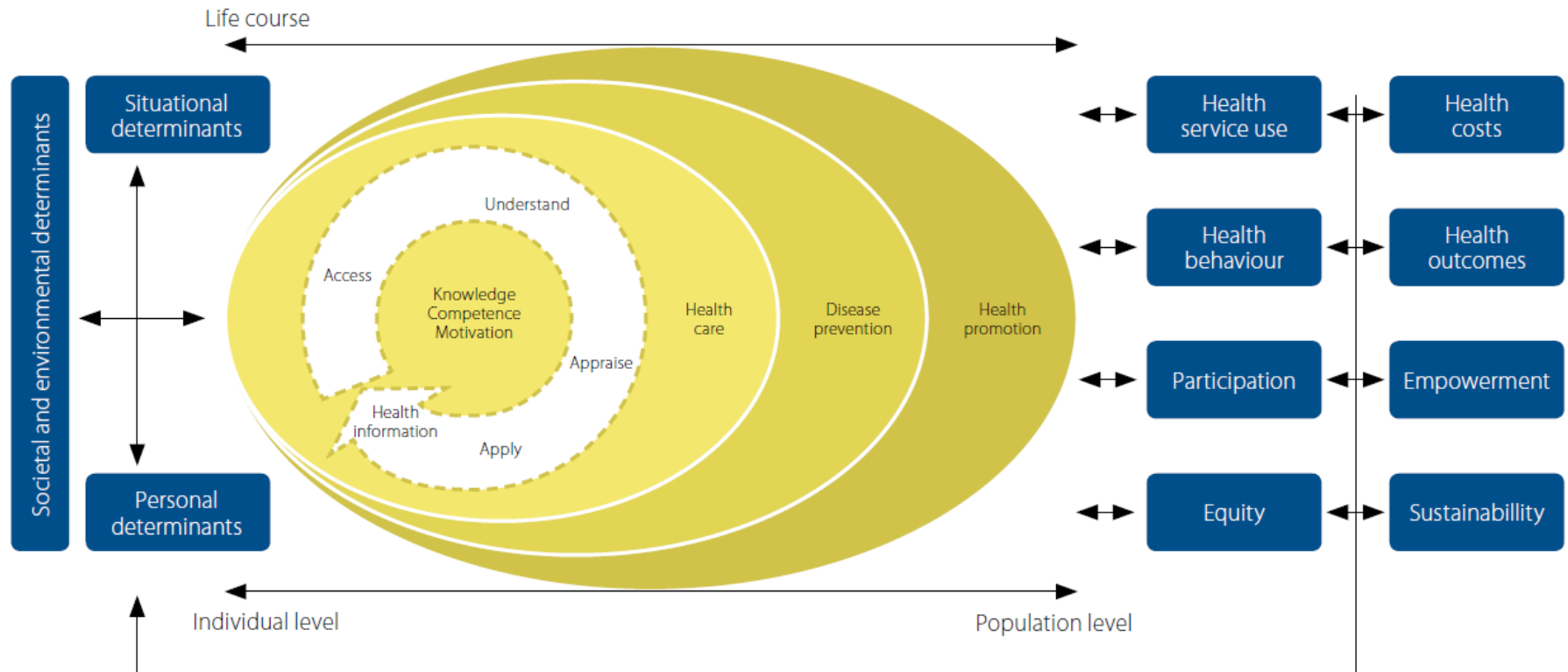
- **Learning is transformational**, best achieved through dialog (Freire 1996)
- **Information is not enough**, issues of power in health and healthcare must be acknowledged
- **Teaching methods** must draw on learn experience and have immediate application (Knowles 1968)

References

- Freire, P. (1996). *Pedagogy of the Oppressed*. New Revised 20th Anniversary Edition. Continuum Publishing Company. New York.
- Merriam, SB. (2007). *Learning in Adulthood: A Comprehensive Guide*. Third Edition. Jossey-Bass. San Francisco.
- Prevedel, A. (2003). Values and Beliefs: The World View Behind Curriculum. *Focus on Basics*. 6(C); 8-13.
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Health Literacy Defined

Fig. 2. Conceptual model of health literacy of the European Health Literacy Survey



Source: adapted from: Sørensen K et al. Health literacy and public health: a systematic review and integration of definitions and models. *BMC Public Health*, 2012, 12:80.