

From Autonomy to Ally: Building Collaborative Capacity for a “Culture of Health Literacy”

Health Literacy Toolkit

Health Literacy Toolkit: Origination

- **Subgroup formed**
 - Children's Health
 - Texas Health
 - Baylor Scott & White Health
 - UT Southwestern
 - UNT Health Science Center
 - Texas Christian University
- **Each organization in different places**

Health Literacy Toolkit: Different Places

Beginner

What is health literacy?

Health Literacy Toolkit: Different Places

Beginner

What is health literacy?

Intermediate

How can I help my organization become health literate?

Health Literacy Toolkit: Different Places

Beginner

What is health literacy?

Intermediate

How can I help my organization become health literate?

Advanced

How can I publish the work we are doing around health literacy?

Health Literacy Toolkit: Synthesizing

- Divide and conquer

Ask Me 3

Good Questions for Your Good Health

Asking questions can help you be an active member of your health care team.

Use the Ask Me 3 questions every time you talk with a health care provider.

When to Ask Questions

- You are given a new medicine.
- You have a new test, procedure, or surgery.
- You are going to the hospital.
- You are going home.

What If I Ask and Still Don't Understand?

- It's okay to ask for more information.
- You can ask for a written copy of your health care plan.
- You can ask for a translator.
- You can ask for a patient advocate.

Who Needs to Ask Me?

Everyone needs to ask Me 3 questions. You can ask Me 3 questions every time you talk with a health care provider.

1. What is my main problem?

2. What do I need to do?

3. Why is it important for me to do this?

The Ask Me 3 questions are designed to help you take better care of your health. To learn more, visit www.askme3.org/askme3

Health Literacy Universal Precautions Toolkit

AMERICAN NURSING ASSOCIATION (ANA)

Ten Attributes of Health Literate Health Care Organizations

April 2012

INSTITUTE OF MEDICINE

National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care: A Blueprint for Advancing and Sustaining CLAS Policy and Practice

Office of Minority Health
U.S. Department of Health and Human Services

April 2013

Health Literacy Toolkit

a companion to the Minnesota Action Plan to Improve Health Literacy

2016

HEALTH LITERACY TOOLKIT

Zone Tool Pneumonia

Every Day:

- Take your medicine exactly as it is ordered.
- Balance activity and rest periods.
- Drink plenty of water, unless ordered otherwise.
- Coughing helps to clear your airways, takes a crisis of stop breathing. 2-3 times every hour. Deep breaths help to open up your lungs.

All Clear Zone..... This is the safety zone if you have:

- Easy breathing
- No fever
- No coughing, wheezing, chest tightness or shortness of breath during the day or night
- No decrease in activity level, able to maintain normal activity level

Warning Zone..... Call your doctor if you have:

- Sudden (all at once) increase in amount or length of cough or mucus
- Fever of 100.0 F or 100.5 F under the arm
- Increased coughing, wheezing
- Increased shortness of breath
- Increased number of pills or need to take more than 1 pill

Medical Alert Zone..... Go to the Emergency Room or call 911 if you have:

- Increased shortness of breath
- Change in the color of your sputum, pink or gray or blue
- Unrelieved chest pain
- Increased or irregular heart beat

Remember:

- Take all of the medicines you were given even if you feel better
- Make your doctor appointments
- Take all the medicines you are given to help you get better
- Ask your doctor about getting a pneumonia vaccine
- Get it if you are over 65

CDC Clear Communication Index

A Tool for Developing and Assessing CDC Public Communication Products

User Guide

July 2014

CONDUCT BROWN BAG MEDICINE REVIEWS

Tool 8

Overview

The "Brown Bag Review" is a practice that involves discussing practice in front of a group of providers and employees to discuss the most challenging cases and address medication that would otherwise go unaddressed. Addressing these medication-related issues in a structured way, with attention to the medication used in a specific case, allows the provider, whether the Medication Review is done through:

Practice Experiences

"The use of 10-15 brown bag reviews with 2 main scenarios..."

Actions

Identify medication practices should bring:

- Allergic reactions
- All medication interactions
- All vitamins, supplements, and herbal medicines
- Allergies, liquids, capsules, and tablets, as well as pills
- Hospital patients for being medicated
- Medication review involving risk and distribution of individual benefits (i.e., possible medication) in a variety of medication
- Medication review involving cost
- Medication in drug or equipment medication

UnityPoint Health

Building Health Literate Organizations: A Guidebook to Achieving Organizational Change

HEALTH LITERACY TOOLKIT

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CHCS Center for Health Care Resources, Inc.

FACT SHEET #1

What is Health Literacy?

Health literacy is defined as "the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions."

Who has Low Health Literacy?

Approximately 12% of the U.S. population has low health literacy. Factors include:

- Lack of basic education and/or training
- Lack of motivation
- Lack of health insurance
- Lack of health insurance
- Lack of health insurance

Why is Health Literacy Important?

People with low health literacy are more likely to be hospitalized, have higher rates of hospitalization, and have higher rates of mortality.

PRIMER

Cultural Competency and Health Literacy

A Guide for Teaching Health Professionals and Students

Maryland Department of Health and Mental Hygiene
University of Maryland College Park School of Public Health
Forschel's Florence Center for Health Literacy

March 2013

Awareness, Knowledge, Adoption, and Implementation of the National CLAS Standards in Health and Health Care Organizations Evaluation Project

Summary of Key Findings

CSRA

OMH

Health Literacy Toolkit

Health Literacy Toolkit

Health Literacy Toolkit

Always Use Teach-Back

Coaching

Using what you know to teach back is an effectiveness in improving. However, to change from a teaching position to a coaching role, you need to change your perspective. The goal is not to teach, but to coach. Coaching is a process of helping someone to learn by asking questions and providing feedback. Coaching is a process of helping someone to learn by asking questions and providing feedback.

Coaching Tips

- Encourage use of own skills by coaching on patient/individual goals.
- Honor the current work through observation.
- Establish relationships through observing those working to build the new work (teach back).
- Be active and reflective listening.
- Do not give advice unless asked for it.
- Ask open-ended questions that have questions to determine individual barriers.
- "What barriers you are seeing to teach back?"
- "How did you teach back with your patient/individual goal?"
- "Did you receive advice..."

Culturally Competent

Using Teach Back

1. **Establish a relationship**

2. **Observe and understand**

3. **Engage or clarify**

4. **Observe and understand**

5. **Engage or clarify**

6. **Observe and understand**

7. **Engage or clarify**

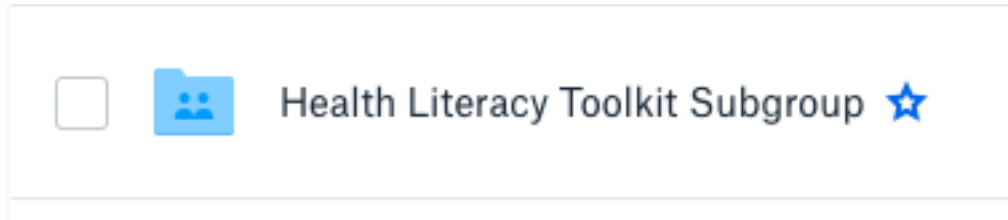
8. **Observe and understand**

9. **Engage or clarify**









10. **Observe and understand**

Health Literacy Toolkit: Organizing

- **Dropbox**



Dropbox > Health Literacy Toolkit...bgroup

Name ↑	Modified ▼
 Ask Me 3	--
 Assessment Tools	--
 Cultural Competency	--
 Existing Toolkits	--
 Foundational Tools	--
 Patient Tools	--
 Teach_Back_Tools	--
 Toolkit Dropbox URL	--



- HOME » we care
- COMMUNITY HEALTH » we do
- WORKFORCE » we improve
- QUALITY & Patient Safety**
- RESEARCH » we explore
- DATA » we record
- TQI » we ♥ surgeons
- ABOUT » we are



HEALTHY NORTH TEXAS

Healthy North Texas is a website source of community health and population data. We invite planners and policy makers to use the site as a tool for assessment, planning, collaboration and advocacy.

[VIEW WEBSITE](#)

The DFWHC Foundation is your health headquarters. From patient safety to diabetes prevention, our work serves your children, your family and your community.

[RESOURCE LIBRARY](#)

[NEWSLETTER SIGN UP](#)

Health Literacy Toolkit: Operationalizing

Patient Education

Home

[Patient Education Library](#)

[Material Development](#)

[Patient Journey Maps](#)

[Family Advisor Network](#)

[Health Literacy Tools](#)

[GetWellNetwork](#)

[Contacts](#)

[Related Departments](#)

[Nursing](#)

Educational Material

Patient Education



[Search the In-house Patient Education Library](#)

Our in-house library should be your primary source for the most up-to-date and recommended patient education materials.

HEAL Committee

Health Education And Literacy (HEAL) Committee

Purpose:

To lead and direct the implementation of consistent, coordinated and streamlined patient education across the continuum of care throughout Children's Health System.

[HEAL Committee Charter](#)

Meeting Schedule:

- Monthly
- 1st Thursday
- 12:30 pm - 2:30 pm
- Rogers Room

[Contact the HEAL Committee](#)

Health Literacy



Patient Education

[Home](#)

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Health Literacy Tools

[GetWellNetwork](#)

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Health Literacy Toolkit

Assessment Tools

 [Boston University Health Literacy Tool Shed](#)

Ask Me 3

 [Ask Me 3_Words To Watch \(English\)](#)

 [IHI_Ask Me 3 \(English\)](#)

 [IHI_Ask Me 3 \(Spanish\)](#)

 [IHI_Ask Me 3 poster \(English\)](#)

 [IHI_Ask Me 3 poster \(Spanish\)](#)

Cultural Competency

 [Cultural Competency - Maryland Guide](#)

Teach Back Tools


 [AHRQ Brown Bag Tool](#)

 [CDC MAT Opioid Tool](#)


 [Teach Back - Coaching](#)

 [Teach Back - Conviction and Confidence Scale](#)

 [Teach Back - Making Teach-back](#)

 [Teach Back - Observation Tool](#)

 [Teach Back Graphic](#)

 [TeachBack - 10 Elements Competence](#)


 [TeachBackCardSet_2016_508](#)


 [TeachBackCardSet_Spa_508](#)

 [Enhanced CLAS Standards Bl...](#)

 [Links to Culturally Competency in Health Care and Insights](#)

 [National CLAS Standards Evaluation Project](#)


 [National Standards for Culturally and Linguistically](#)

 [Practical Strategies for Culturally Competent Evaluation](#)

 [Primer - Cultural Competency and Health Literacy](#)

 [What Do Health Literacy and Cultural Competence Have in Common Calling for a Collaborative Pedagogy](#)

Existing Toolkits

 [HL toolkit resources_toolkit workgroup](#)

 [Health Literacy Resources for Librarians](#)

Translational Tools

 [NAM Perspective Beyond Translation](#)

Patient Tools

 [Pneumonia Zones Tool](#)

 [TMF COPD Zone Tool](#)

 [TMF Diabetes Zone Tool](#)

 [TMF Heart Failure Zone Tool](#)

 [Zone Tool Total Hip Replacement 508](#)

 [Zone Tool Total Knee Replacement 508](#)

Written Material Resourc...

 [CDC Clear Communication Index](#)

 [CDC Clear Communication Index Modified Score Sheet](#)

 [The Health Literacy Environment of Hospitals and Health Centers](#)

Foundational Tools


 [AHRQ Health Literacy Toolkit](#)

 [Building Health Literate Organizations](#)

 [CFL Calgary Charter 2011](#)

 [Center for Health Care Strategies Health Literacy Fact Sheets 2013](#)

 [Health Literacy Fact Sheets](#)

 [Health Literacy Past, Present, and Future Workshop Summary](#)

 [IOM Ten Attributes HL Paper](#)

 [CDC Everyday Words for Public Health Communication 2016](#)

 [CMS Toolkit Part 03](#)

 [Disability Etiquette from United Spinal Association](#)

 [HRA Health Communication Tips_0](#)

 [I am Disabled. On Identity-First Versus People-First Language - TBISNAA](#)

 [PEMAT Guide](#)

 [Simply Put](#)

 [Sum Of Us Progressive Language - Style Guide](#)

Next Steps

- **Awareness**
- **Increase utilization**
- **Collect exemplars**
- **Continuing to add tools and refine existing toolkit**