# Appendix 3: Initial health literacy training for reviewers

This lesson plan is in two parts:

* building shared understanding of health literacy and a systems approach to health literacy and how it informs health literacy reviews
* how to carry out a health literacy review.

### Duration

This session plan has been designed for a four-hour time slot. It is possible to split this into two sessions delivered at different times.

### Framework

This session plan is based on the Before During After (BDA) Framework.

* Before the session, the facilitator will find out what participants already know.
* During each session or part of the session, the facilitator will build new knowledge onto participants’ existing knowledge base.
* At the end of each session or part of the session, the facilitator checks that participants have achieved the intended outcomes for that session or part of the session. If not, the facilitator takes responsibility for not achieving the outcomes and, as necessary, goes back to build the necessary knowledge.

### Objectives for this session

Build shared understanding of:

* health literacy definitions
* health literacy statistics in New Zealand
* how health literacy has evolved
* the impact of low health literacy
* a systems approach to health literacy
* health literacy demands
* health literacy barriers in health care organisations
* Six Dimensions of a health-literate health care organisation – where they came from and how they were developed
* overview of the process of a health literacy review – planning and preparation, carrying out the review, developing a health literacy action plan and implementing the plan
* carrying out a health literacy review
* benefits of carrying out a review.

### Resources

* Laptop and data show for showing videos
* Whiteboard and markers
* Flip charts and marker pens
* Post-it notes
* Flip chart paper for car park
* Six Dimensions graphic
* Question and answer cards
* Situations
* Cards numbered 1–6
* Small prize
* *Kōrero Mārama*
* Child’s outpatient journey
* Health literacy videos
* Copies for each participant of:
* Background information about health literacy
* Three Steps to Better Health Literacy: A guide for health professionals
* Ten Attributes of a Health Literate Health Care Organization Guide
* this guide

These documents have been circulated as background reading prior to the training session.

| **Time** | **Activity** | **Resources** |
| --- | --- | --- |
| 5 minutes | **Welcome and housekeeping**Welcome all participants.Give housekeeping information.Show objectives of training session on flip charts.Explain it is a full session and, if people have questions about the review process, we will answer these as we go through.Encourage people to ask questions throughout session.Do a quick round of introductions if everyone doesn’t know each other already. | Flip chart page with objectives |
| 30 minutes | **What is health literacy?**Hand out Post-its to every participant.Ask them to write down what they think health literacy is, using a separate Post-it note for each idea.Draw a horizontal line on a whiteboard or piece of flip chart paper.Label one end ‘patient issue’ and label the other end ‘systems issue’. Label the middle ‘health professional issue’.Ask participants to come up one at a time and stick their Post-its on the line where they think their definition sits.Go through each Post-it and move it if it is in the wrong place.Explain why you are moving it.Label the top of the drawing ‘Evolution of Health Literacy’.Ask participants to look at page 2 of the ‘Background information’ booklet. Looking at the flip chart, where do they consider their current thinking to be?Explain that a health literacy review takes a systems view. The patient still has responsibility but the barriers that systems create and the role of health professionals become much more prominent.Hand out a copy of the definition from *Kōrero Mārama.*Explain it is a very old definition. Ask where it sits on the continuum (patient issue).Ask who will provide patients with information and help them to understand (health professionals and providers).Explain that the role of systems and health professionals is implicit in this old definition but it is there. | Post-itsFlip chart or whiteboardBackground information about health literacyRelevant page from *Kōrero Mārama* |
| 15 minutes | **Health literacy statistics**Give out question and answer cards about New Zealand health literacy statistics – eg, largest group with low health literacy, percentage of people, number of people, other groups (older, younger and so on).Ask participants to match up questions and answers.Check they have it right.Refer them to page 3 of the ‘Background information’ booklet.Make sure they understand Pākehā adults are the single largest group with low health literacy in New Zealand and why. | Question and answer cards or Post-itsBackground information |
| 10 minutes | **Impact of low health literacy**Brainstorm with participants what they think the impact of low health literacy is.Encourage them to think of stories from their own roles.If necessary, offer prompts that people are more likely to:* go to hospital
* use emergency services
* not participate in screening
* know less about illness, medicines and treatment
* manage long-term conditions
* get injured at work.
 | Flip chart or whiteboard |
| 15 minutes | **Systems approach to health literacy**Ask participants to work in pairs.Give them a situation that is relevant to their service or the service being reviewed – eg, patient coming in for annual diabetes review.Ask them to write down all the systems in their organisation that impact on this visit – eg, Standing Orders, Clinical Guidelines, training of practice nurse, funding requirements from your primary health organisation, Ministry’s Quality Standards for people with diabetes.Say you are going to give a prize to the pair that comes up with the best list (have a suitable small prize available).Ask them to record lists on flip charts.After five minutes, ask them to share the results.Look at each flip chart and point out similarities and differences.Point out what is a system and what isn’t.Explain that in a health literacy review you are looking at all those systems to see if health literacy is part of that system.Award the prize. | SituationsSmall prize |
| 10 minutes | **Health literacy demands**Hand out a copy of the child’s journey through an outpatient clinic.Explain that this lists all the health literacy demands placed on a parent.Ask them to go through the patient journey.After five minutes, go around the group and find out what surprised them.Explain that they don’t see the demands because they work in the system and have become used to them. | Child’s outpatient journey |
| 5 minutes | **Recap**Go around the group. Ask them to state one thing they learnt from the last two hours.Explain that they can’t repeat something that someone else has already said.If necessary, refer them to lists of objectives. |  |
| **30 minutes** | **Break (or this could be the end of the session)** |
| 20 minutes | **Six Dimensions of a health-literate organisation**Hand out question cards to people with numbers 1 to 6 on them.Ask them to write in the title of the Dimension that corresponds to the number on their card.If they can’t remember, they can ask someone else.Refer them to the guide or appendix 1 in the guide.Hand out the Six Dimensions graphic.Ask them to work in pairs or small groups.Give each group a Dimension.Ask them to write down examples of what they would be looking for as a reviewer under that Dimension.At the end, ask them to put their lists up.Ask everyone to have a look at them.Remind the group where the Six Dimensions came from (Ten Attributes) and refer to it as part of their pre-reading. | Six Dimensions graphicThis guide |
| 30 minutes | **Overview of health literacy review**Ask participants to work in small groups.Hand out pieces of paper, each of which is marked with the numbers 2 (Preparing for a review), 3 (Carrying out a review) or 4 (Health Literacy Action Plan). If you have a big group, and there are too many people to work in just three small groups, divide the bigger group into six smaller groups and give two groups number 2, two groups number 3 and two groups number 4.Ask them to complete the title that corresponds to the number from the section in the Guide.Ask participants, without referring to the Guide, to brainstorm as many things as possible that they would be doing in that section of the review.After five minutes, ask them to draw a line under the list and then look at the Guide and add or delete sections as needed.Ask each group to put their list up.Ask each group what they found easy to remember and what they found hard to remember and why. | This guide |
| 30 minutes | **Benefits of a review**Look at either all or one or two of the videos on the guide web page (choosing the video(s) most relevant to the focus of your review).Play the videos and then discuss with the group what benefits people on the video talked about.If necessary, play the video again to confirm observations.Ask the group whether they think they will get similar benefits from the review or different benefits.Ask them to give reasons.Record these on flip charts.At the end, clarify what the group thinks will be the benefit of this health literacy review. | Health literacy videosFlip chart |
| 30 minutes | **Carrying out a health literacy review**Ask the group to look at section 3 of the guide and select one aspect they would like to practise in this short time.If possible, set people to work on different activities – eg, document analysis, interviews, clinical observations, patient journey and environmental observation.Ask them to write, on a piece of flip chart paper, a plan of the steps they need to practise, what they need and who can help them.Remind them that the appendices in the guide have useful templates and some of the videos are helpful too.After 20 minutes, ask each person to share their plan. | GuideFlip chart |
| 10 minutes | EvaluationWrite three words down the left-hand side of a piece of flip chart paper:PlusMinusInterestingAsk each participant to think about the last two hours and talk about something in each category. Say you really want their feedback.Record and discuss feedback.Farewell. | Flip chart |