



Scholars in Health Literacy and Aging (SHLA)

2010 Curriculum for University Faculty

Faculty and Program Developers

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SHLA Introduction and Program Objective

Introduction

Health Literacy, is defined as *the ability to read, understand and effectively use basic medical instructions and information*. Low health literacy affects most of the population, not just those with low reading skills. Dr. Richard H. Carmona, the United States surgeon general, wrote in the August issue of the Journal of General Internal Medicine that health literacy “affects people of all ages, races, income, and education levels.” At some point everyone faces some aspect of their health care where they do not understand what is being said to them. This lack of understanding leads to many problems including medication non-compliance, failure to seek preventative care, longer hospital stays and higher health care costs of people with a less understanding of their health condition. National studies have found that health literacy is especially prevalent among the elderly. It is very important to educate physicians (and other healthcare professionals), students, and patients to improve their skills and understanding of medical issues. This opinion is expressed in several articles by members of both the American Medical Association and of the Institute of Medicine. It is essential that students be made aware of various techniques and tools that are available in order for them to be assured of successful communication between them and their future patients and moving forward toward Health Literacy. This curriculum looks to address health literacy through faculty development.

Program Objective

The Scholars in Health Literacy and Aging (SHLA) program was designed to teach faculty about health literacy in the context of interdisciplinary teams and aging. The curriculum has evolved over the past three years and in 2011 the program will admit the fourth cohort of scholars.

It is our hope that faculty will be able to apply health literacy principles to course materials, student projects, and patient encounters.

SHLA Anticipated Faculty and Project Outcomes

Faculty Outcomes/Responsibilities

1. Complete Training: (1) Read/complete the AMA and other health literacy materials, (2) Attend or review at least six interactive video topics, (3) Participate in team meetings, (4) Complete assigned projects
2. Present Health Literacy Information: (1) As a team to other faculty via interactive video, (2) To faculty, staff and/or students
3. Complete Individual Project: Develop solutions oriented project aimed at improved patient outcomes through health literacy
4. Document Information: (1) Time on project (team meetings, didactics, independent study, individual project, data collection, etc.), (2) Outcomes/Activities (curriculum developed, trainings conducted, numbers and disciplines trained, patient encounters, patient outcomes, etc.)

Expected Project Outcomes (Information for NGEC to report)

1. Faculty Trained: Number and disciplines of faculty, number of faculty in underserved areas, number of training hours completed by each faculty
2. Increased knowledge of faculty in the area of interdisciplinary teams, health literacy and geriatrics
3. Others Trained: Number of students, staff, or colleagues trained by scholars
4. Patient Encounters: Number of patient encounters by scholars
5. Patient Outcomes: Number of patients educated and impact of using health literacy techniques (e.g. improved compliance, improved understanding of disease) by scholars
6. Curriculum Developed: Curriculum created and implemented for Scholars in Health Literacy and Aging program and curriculum developed by scholars
7. Information shared: National conferences, funding agency, GEC network



Scholars in Health Literacy and Aging

An interdisciplinary faculty development opportunity

Did you know?

- 21% of adult Americans are functionally illiterate
- Only 50% of all patients take medications as directed; and, among older adults, compliance drops below this level. (Center for Health Care Strategies, Inc.)

If you are interested in learning more about how to better care for your older patients/clients or how to improve patient/client outcomes by improving health communication, then this project is for you.

Target audience: academic and administrative faculty in medicine, nursing, social work, speech pathology, counseling, nutrition, psychology, public health or others interested in the topic.

The project includes: completion of the AMA training materials on Health Literacy, participation in team meetings, attendance at geriatric educational sessions, presentations about Health Literacy and development and implementation of a Health Literacy project.

Interprofessional Teamwork: An important aspect of this project is to guide faculty in effective teamwork. Therefore, some interprofessional team skills will be incorporated. Team meetings will include discussion and training regarding: (1) Health Literacy materials, (2) the role of team members in getting health information from and providing health information to the patient and family, and (3) faculty health literacy projects and possible roles for other colleagues.

Support: NGEC has partnered with the Sanford Center for Aging and the School of Medicine to provide up to **\$1,000 in travel funds** for each full-time faculty member who commits to the project. Funds will be provided when the faculty member has completed the program requirements.

Requirements: The project requires a one year commitment of approximately ½ day each month for a total of 60 hours. The third cycle begins February 1, 2010. Faculty who are interested in the program will be required to submit an application and a letter of support from their supervisor. **Applications are due by Friday, January 8, 2010.**

For more information: Contact Patti Swager, M.Ed., NGEC Director by phone at: 775-327-2285 or by e-mail at: pswager@medicine.nevada.edu.

Additional application information is available at: www.medicine.nevada.edu/ngec

This project is/was supported by funds from the Bureau of Health Professions (BHP), Health Resources and Services Administration (HRSA), Department of Health and Human Services (DHHS) under grant number D31HP08800 and title of Geriatric Education Centers for a total award of \$648,000. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by the BHP, HRSA, DHHS or the U.S. Government.

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411 W. Second St., Reno, Nevada 89503 • Office: (775) 327-2285 • Fax: (775) 784-4544 • <http://www.unr.edu/ngec/>

SHLA Recruitment Materials/Application - continued

Scholars in Health Literacy and Aging An interdisciplinary faculty development opportunity

APPLICATION and PROGRAM INFORMATION

February 2010 to January 2011

To apply for the training, please submit the following:

- Letter of Application that includes:
 - Why you are interested in this opportunity
 - Personal goals and objectives regarding health literacy, teamwork and health care for older adults
 - Additional plans upon completion
 - Resume or Curriculum Vitae
If not included in your resume/CV, please include: length of time with the university and if you are a full-time, LOA, clinical faculty appointment, etc.
 - Contact information: name, credentials, title, mailing address, phone, fax and e-mail
- Letter from Chair stating support of your participation in the training
- **Application Due by: Friday, January 8, 2010**
- Feel free to contact Patti Swager at (775) 327-2285 or at pswager@medicine.nevada.edu before applying to answer your questions or for assistance.

Requirements:

- Complete AMA health Literacy self-study materials before April 1, 2010 (about 1-2 hours)
- Participate in all interprofessional team trainings (Thursday, February 4, March 11, April 1, May 6, June 3, July 1 and November 4 from 1:00 to 4:00 pm)
- Attend at least 6 hours of geriatric education. Programs offered by NGEC or other sponsors.
- Conduct presentations and complete project on health literacy and aging (by January 2011):
 - Conduct health literacy training for colleagues, staff and/or students
 - Develop and implement a project, this may include revising curriculum or improving patient outcomes through health literacy (complete IRB training if necessary)
- Complete activity log and submit by June 30 and October 31, 2010 and your final log by January 31, 2011.
- Commit to checking and responding to e-mails within one week
- Submit a final report regarding all activities and outcomes, and product examples (curriculum changes, patient handouts) by January 31, 2011
- Send a letter to funding source and department describing value of participation in project by January 31, 2011

SHLA Recruitment Materials/Application - continued

Support for program, if application is accepted:

- **Faculty member will receive up to \$1,000 in travel funds:** This funding may be used to support travel expenses (per diem, conference registration, travel costs) to further faculty development in aging and health literacy. Request may be submitted after the faculty member has successfully completed the training program and must be submitted no longer than one year after completion of training. Note: Travel time is not included in the 60 hours required for program completion.
- Additional project funds may be available as part of your participation this year. Specifics about how to apply for them and the additional requirements will be provided should support become available.

SHLA Curriculum

Session 1 (3 hours): General Information and Interdisciplinary Teams

Objectives:

- Explain the responsibilities of participating in the SHLA program
- Review Interdisciplinary Team Concepts
- Explain the application of teamwork to geriatrics
- Discuss tools to observe, evaluate and assess teams for effectiveness
- Recognize phases of team formation
- Describe styles of dealing with conflict

Agenda:

1. General Information
 - a. Participant Contact List
 - b. Project Overview – Excerpts from the NGECC Grant Application
 - c. Project Overview – Scholar Responsibilities
 - d. Program Activities Log
 - e. Summary of Homework and Responsibilities
 - f. National Associations in Aging
2. Session Orientation – Interdisciplinary Teams
 - a. Teacher vs. Facilitator
 - b. Write 2 – 3 questions you want answered by the end of the course
 - c. Triad
3. Review of articles assigned for Session 1
 - a. Present summary points
 - b. So, what?
4. Interdisciplinary Team Discussion
 - a. Exercise – introduction and strengths
5. Pre-Test
 - a. AMA
 - b. Interdisciplinary Team Concepts
6. Present the AMA Health Literacy Packet
7. Homework for next session
 - a. Review materials located in “General Information” and “Interdisciplinary Teams” and prepare to ask questions about materials that you would like clarified prior to discussion on health literacy
 - b. Review AMA health literacy kit (video and written materials)
 - c. Schedule appointment with evaluator to review your SHLA objectives

SHLA Curriculum - continued

Session 1 (3 hours): General Information and Interdisciplinary Teams (continued)

8. Questions
9. Take Aways

Session 2 (3 hours): Presentations by Scholars

Objectives:

- Discuss health literacy projects of other faculty and the potential for collaboration

Agenda:

1. Outgoing Scholars present their projects and activities to current Scholars
2. Group discussion about possible collaborations
3. Contact for past Scholars shared with current Scholars
4. Questions about Session 1 - "General Information"
5. Questions about Session 1 - "Interdisciplinary Teams" materials
6. Final Interdisciplinary Team Materials
7. Homework for next session
 - a. Review materials from outgoing Scholars. Be prepared to ask questions about information you would like clarified before discussing health literacy.
 - b. Read materials in "Health Literacy" section
 - c. Prepare summary points for assigned article(s)
8. Questions
9. Take Aways

SHLA Curriculum - continued

Session 3 (3 hours): Health Literacy

Objectives:

- Describe the difference between Health Literacy and Plain Language
- Demonstrate a basic understanding of key health literacy concepts
- Communicate the importance of health literacy to colleagues, students and patients/clients
- Identify specific ways to integrate health literacy into your work

Agenda:

1. Questions from Session 2 – Presentation by Scholars
 - a. Projects – outgoing Scholars or your projects – questions, comments
2. Health Literacy Power Point
www.health.gov/communication/literacy/powerpoint/default.htm
3. Articles – Review and presentation of key points
 - a. nnlm.gov Health Literacy
 - b. Plain Language: A Strategic Response to the Health Literacy Challenge
 - c. Plain Language: A Promising Strategy for Clearly Communicating Health Information and improving Health Literacy
 - d. A Push for Simple Language AARP Bulletin
4. Review AMA Questions
5. Homework for next session
 - a. Bring a brochure used for patient education
 - b. Read materials in “Geriatrics and Health Literacy” section
 - c. Prepare summary points for assigned article(s)
6. Questions
7. Take Aways

SHLA Curriculum - continued

Session 4 (3 hours): Health Literacy and Aging

Objectives:

- Discuss literacy levels in different populations
- Review the use of a variety of testing methods for clients and written material
- Demonstrate how to use the Fry method for estimating literacy level of written materials
- Apply health literacy methodology to revising a brochure

Agenda:

1. SHLA Project Update – anything new
2. Questions about Session 3 – Health Literacy
3. Adapting to the literacy level of your population
4. Quotes for discussion from our SHLA reading
5. Testing Methods
 - a. Materials
 - i. Fry
 - ii. SMOG
 - iii. Computerized methods
6. Evaluate your brochure or educational material with the following goals
 - a. Message Content
 - b. Text Appearance
 - c. Visuals
 - d. Layout and Design
 - e. Testing for Readability
7. Homework for next session
 - a. Apply the check list Appendix A in Simply Put to your brochure
 - b. Rewrite your brochure
 - c. Read materials in “Health Literacy Wrap Up” section
 - d. Prepare summary points for assigned article(s)
8. Questions
9. Take Aways

SHLA Curriculum - continued

Session 5 (3 hours): Health Literacy Wrap Up

Objectives:

1. Compare a variety of testing methods of client's readability level
2. Determine preferable methodology for Health Literacy and Interdisciplinary team assessment
3. Review Strength Model philosophy as related to an aging population

Agenda:

1. SHLA Project Update – anything new
2. Questions about Session 4 – Health Literacy and Aging
3. Assess Client's Readability level
 - a. TOFLA
 - b. REALM
 - c. Newest Vital Sign
 - d. Test-Re-Test
 - e. When, where, how would you use any of these methods
4. Strength Model (as it relates to an Aging population)
5. Culture and Health Literacy
6. TRIAD
7. Wrap Up
8. Homework for next session
 - a. Work on health literacy projects
 - b. Review program requirements (located in "General Information" section) and prepare questions for next session
9. Questions
10. Take Aways

SHLA Curriculum - continued

Session 6 (2 hours): Project Review

Objectives:

1. Review responsibilities and deadlines for Scholars in Health Literacy and Aging program

Agenda:

1. Scholars present status of projects
2. Leaders review program responsibilities and deadlines
3. Homework for next session
 - a. Work on health literacy projects
 - b. Prepare information to present project to next cohort
4. Questions and Closing Thoughts

Session 7 (3 hours): Presentations by Outgoing Scholars

Objectives:

- Discuss health literacy projects of other faculty and the potential for collaboration

Agenda:

1. Outgoing Scholars present their projects and activities to current Scholars
2. Group discussion about possible collaborations
3. Contact for past Scholars shared with current Scholars
4. Homework for next session
 - a. Finalize SHLA projects if not complete
 - b. Prepare and submit final Activity Log
 - c. Prepare and submit final report/evaluation
 - d. Prepare and submit Letter to funding source and NGECE describing the value of participation in project

SHLA Evaluation Plan

Overview

The purpose of evaluation for the Scholars in Health Literacy and Aging (SHLA) program is to track accomplishments, outcomes and products that result from the year long commitment of Scholars in the program.

1. Refine program objectives: All participants must submit an application and state several project objectives for their work in the program. After orientation and within one month of the program start, the evaluation specialist meets with each Scholar to refine and finalize project objectives. This helps Scholars focus their plans for the one year program and provides a group listing of objectives to encourage collaboration and interdisciplinary teamwork. (Refer to the Sample of Cohort Objectives)

2. Activity log: Scholars are asked to keep track of the time that they devote to the project and to note accomplishments and other details such as titles of presentations, number and backgrounds of attendees etc. Logs are turned in at least twice during the program and support the GEC Director in preparing grant reports; they also help the Scholars keep track of how they are meeting their time commitment, important accomplishments, and products. (Refer to the Activity Log)

3. Letter of thanks and accomplishment: At the completion of the year each Scholar was asked to prepare a letter of thanks and to discuss their accomplishments in the program. These letters are addressed to their Department Chair, Dean of their School, or Director of the Agency that provided release time for their participation. We ask Scholars to refer to their logs for information regarding their accomplishments. These letters provide a useful summary of the Scholar's project and keep school/agency leaders apprised of the program and its' potential.

4. Final evaluation: In addition to the letter we provide a template with several questions requesting Scholars to reflect on their experience in the project. We ask them to review their logs and to revisit their objectives in order to respond to questions which will guide us in continuous program improvement. (Refer to the Final Evaluation)

5. Project CV: We realized after the first year of SHLA that many of the products and accomplishments of Scholars were in the form of presentations and publications, new classes and demonstrations of leadership among colleagues. These are efficiently depicted in the form of a curriculum vitae (Latin: course of life) for the program. Academics are very familiar with this format which succinctly lists achievement in categorical areas. We are pleased to be able reveal the products and outcomes of SHLA through a Program CV which now has the following categories: Scholar affiliation, Presentations, Posters, Publications, and Counts of numbers of students mentored, policies changed, and classes upgraded with health literacy, aging and interdisciplinary teamwork content. We request Scholars to submit CV items up to 18 months following their participation. (Refer to the CV Format)

SHLA Evaluation Plan - continued

Sample of Cohort Objectives: The third cohort of Scholar's (February 2010 – February 2011) planned to accomplish the following:

| Scholar | Proposed Projects |
|------------|--|
| Scholar #1 | <ul style="list-style-type: none"> • Prepare and deliver one presentation on health literacy in patient care for residents or clinic staff • Review and revise one patient handout on nutrition and chronic disease to assure that the resource is appropriately written and presented for older patients • Reflect on how patient care may be improved by health literacy and write-up one clinical case presentation for discussion by residents or medical students (MSII or MSIII) |
| Scholar #2 | <ul style="list-style-type: none"> • Review and revise Sensitivity to Aging Presentation to assure that health literacy is a new component • Develop several new slides on health literacy for the Sensitivity to Aging Presentation • Create materials for GEC speakers which will guide them in incorporating health literacy principles in all GEC presentations • Prepare at least one abstract for a state, regional or national conference on experiences in the SHLA project in Nevada |
| Scholar #3 | <ul style="list-style-type: none"> • Create overview of Health literacy (historical points and tools) for future workshops presented to multicultural seniors on Health Ethics and Patient's Medical Rights and Resources. • Research the application of health literacy in both the arenas of medical rights and cultural competence for the purpose of incorporating findings into workshop and into an article for print, TV or radio media presentations. • Create a self assessment and health literacy tips worksheet for health professionals • Collaborate with Health Literacy Scholars for the purpose of creating an abstract for a poster or oral presentation at a state, regional or national conference |
| Scholar #4 | <ul style="list-style-type: none"> • Prepare and deliver a presentation on health literacy for department faculty or students • Guide students in applying health literacy principles in reviewing and evaluating materials from the Senior Law Project or the Public Guardians Office • Participate in readings, discussions and sessions on multidisciplinary teamwork and prepare a reflection paper on future application of this information |

SHLA Evaluation Plan - continued

Activity Log

Submitted By: _____

Date: _____

| Program Activity (include title or topic) | Date Attended or Completed | Estimate of Hours | Actual Number of Hours | Outcomes, Results, Products* Immediate and long-term | Unexpected Outcomes Immediate and long-term |
|---|----------------------------------|----------------------|------------------------------|--|--|
| Program interview meeting and goal setting by March 26 | | 1.0 | | | |
| | | | | | |
| AMA Help Patients Understand - complete self-study by March 26 | | 1.5 | | | |
| | | | | | |
| Interprofessional Team Meetings | | | | | |
| February 4, 2010 | | 3.0 | | | |
| March 11, 2010 | | 3.0 | | | |
| April 1, 2010 | | 3.0 | | | |
| May 6, 2010 | | 3.0 | | | |
| June 3, 2010 | | 3.0 | | | |
| July 1, 2010 | | 1.5 | | | |
| November 4, 2010 | | 3.0 | | | |
| | | | | | |

SHLA Evaluation Plan - continued

Activity Log - continued

| Program Activity (include title or topic) | Date Attended or Completed | Estimate of Hours | Actual Number of Hours | Outcomes, Results, Products* Immediate and long-term | Unexpected Outcomes Immediate and long-term |
|--|----------------------------------|----------------------|------------------------------|---|--|
| One-one-one Coaching Sessions – as needed | | | | | |
| | | 1.0 | | | |
| | | | | | |
| | | | | | |
| Health Literacy Readings (books, articles, etc.) | | 10.0 | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Geriatric Education | | | | | |
| | | 6.0 | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Independent Project and/or Presentation(s) (e.g. presentation - preparation and delivery; curriculum development; revision of patient handout materials) – as needed | | 18.0 | | | |
| | | | | | |
| | | | | | |
| | | | | | |

SHLA Evaluation Plan - continued

Activity Log - continued

| Program Activity (include title or topic) | Date Attended or Completed | Estimate of Hours | Actual Number of Hours | Outcomes, Results, Products* Immediate and long-term | Unexpected Outcomes Immediate and long-term |
|--|----------------------------------|----------------------|------------------------------|---|--|
| Other Activities: (additional meetings, or other activities that relate to this project) – as needed | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Final Words: | | | | | |
| Post program evaluation and interview | | 1.0 | | | |
| Letter to Funder: by January 31, 2011 SOM: Dean with "cc" to Chair and NGEC SCA: Director with "cc" to Chair and NGEC | | 1.0 | | | |
| Final Report noting outcomes and sample materials – by January 31, 2011 | | 1.0 | | | |
| | | | | | |
| | Total | 60 | | | |

* **Outcomes:** If you are giving a presentation, please include the number and type of attendees (e.g. Staff training to 4 nurses and 3 Medical Assistants). If this relates to a project, please include specifics about the number and type of persons impacted by your educational intervention or special project (e.g. implemented new technique with patients - # of patients educated, # of patients with improved compliance; curriculum developed for public health students – average 30 students per semester). Please describe how you will use the information, what you intend to change because of this information, who may benefit if you implement change or other suggestions that you may have regarding benefits derived from your participation in this activity.

SHLA Evaluation Plan - continued

Final Evaluation

Name: _____

Date: _____

1. Please discuss your success in meeting your goals and objectives for the SHLA program (see attached):

2. In general, discuss areas of new knowledge that you gained or ways in which this training changed your thinking in...

Health literacy:

Aging:

Interdisciplinary teamwork:

3. Please describe any changes that you have made in your interactions with patients or students based on the work that you have done in the SHLA program (to what degree has this program influenced your professional work?)

4. Other comments you would like to make regarding unexpected outcomes, anticipated future outcomes, program activities, etc.:

SHLA Evaluation Plan - continued

Project Curriculum Vitae

Project Activities and Accomplishments: Start and End Date

Journal Articles

Reference Information: Name, Title, Journal, Page, etc.

Presentations

Reference Information: Name, Title, Conference, Location, Date, etc.

Posters

Reference Information: Name, Title, Conference, Location, Date, etc.

Roundtables and Resource Sharing

Reference Information: Name, Title, Conference, Location, Date, etc.

Workshops

Reference Information: Name, Title, Conference, Location, Date, etc.

Other Documents/Pamphlets/Activities

Reference Information: Name, Title, Type of Document, etc.

Grants

Reference Information: Name, Title, Funding Agency, Date, Amount, etc.

Curriculum Development/Courses

Table 1. Number of courses/curricula/lectures/and students mentored in which health literacy, aging or interdisciplinary teamwork concepts were new or added:

| Department/School | Number of Courses with new content | Number of lectures with new content | Number of students mentored |
|-------------------|------------------------------------|-------------------------------------|-----------------------------|
| | | | |

SHLA Handouts/Supporting Materials

List of Resources

Textbooks Provided to Participants

1. Understanding Health Literacy: Implications for Medicine and Public Health
2. Health Literacy from A to Z: Practical Ways to Communicate Your Health Message

Textbooks Available for Check-out

1. Health Care Teamwork: Interdisciplinary Practice and Teaching
2. Team Performance in Health Care: Assessment and Development

Articles Provided to Participants

Interprofessional Teams

Pre-Test on Interdisciplinary Team Concepts

Long, D.M. & Wilson, M.L., 2001. Houston Geriatric Interdisciplinary Team Training Curriculum, Houston, Texas: Baylor College of Medicine's Huffington Center on Aging.
GITT Core Curriculum (2001). *Topic 1: Teams and Teamwork.* Retrieved July 2008 from www.americangeriatrics.org/education/gitt/1_topic.pdf.

Interdisciplinary Collaboration: Teamwork in Geriatrics

Ruth Ann Tsukuda

Tsukuda, Ruth Ann. (1990). *Geriatric Medicine*. 2nd ed. (pp 668-578). New York: Springer-Verlag.

[Usage rights purchased June 10, 2009 by NGEC.](#)

Quality of Life, Values, and Teamwork in Geriatric Care: Do We Communicate What We Mean?

Phillip G. Clark, ScD

Clark, Phillip G. (1995). *The Gerontologist*, 35(3), 402-411.

[Usage rights purchased June 10, 2009 by NGEC.](#)

What is your Interdisciplinary Teamwork IQ?

Shirley M. Moore

GITT Core Curriculum (2001). *Topic 1: Teams and Teamwork.* Retrieved July 2008 from www.americangeriatrics.org/education/gitt/1_topic.pdf.

GITT Team Fitness Test

GITT Core Curriculum (2001). *Topic 1: Teams and Teamwork.* Retrieved July 2008 from www.americangeriatrics.org/education/gitt/1_topic.pdf.

Team Observation Tool

GITT Core Curriculum (2001). *Topic 1: Teams and Teamwork.* Retrieved July 2008 from www.americangeriatrics.org/education/gitt/1_topic.pdf.

SHLA Handouts/Supporting Materials - continued

List of Resources - continued

Interprofessional Teams (continued)

Phases of Team Formation

GITT Core Curriculum (2001). *Topic 1: Teams and Teamwork*. Retrieved July 2008 from www.americangeriatrics.org/education/gitt/1_topic.pdf.

Three Models for Team Interaction

From Garland, C.G., McGonigel, J.J., Frank, A., and Buck, D., 1989. *The Transdisciplinary Model of Service Delivery*. Lightfoot, VA: Child Development Resources; and Woodruff, G., & Hanson, C., 1987. *Project KAI Training Packet*. Retrieved July 2008 from <http://www.cdl.unc.edu/link/PDF%20Files/Three%20Models%20for%20Team%20Interaction.pdf>.

Styles of Dealing with Conflict

Permission for use granted by author, Sue Stableford, MPH, MSB, July 2009.

Health Literacy

Adult Literacy Estimates

Washoe County, Nevada and Reno, Nevada
https://www.casas.org/lit/litcode/Detail.CFM?census_AREAID=2006
https://www.casas.org/lit/litcode/Detail.CFM?census_AREAID=6296

Health Literacy: The Gap Between Physicians and Patients

American Family Physician, August 1, 2005
<http://www.aafp.org/afp/20050801/463.html>
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Health Literacy PowerPoint

US Department of Health & Human Services, Office of Disease Prevention and Health Promotion, Health Communication Activities
<http://www.health.gov/communication/literacy/powerpoint/default.htm>

Health Literacy

National Network of Libraries of Medicine. *Health Literacy*. Retrieved July 2008 from <http://nnlm.gov/outreach/consumer/hlthlit.html>.

Plain Language: A Strategic Response to the Health Literacy Challenge

Stableford, S. and Mettger, W. (2007). Retrieved July 2008 from the *Journal of Public Health Policy*: <http://www.palgrave-journals.com/jphp/journal/v28/n1/index.html>.

SHLA Handouts/Supporting Materials - continued

List of Resources - continued

Health Literacy (continued)

Plain Language: A Promising Strategy for Clearly Communication Health Information and Improving Health Literacy

US Department of Health and Human Services, Office of Disease Prevention and Health Promotion. Retrieved July 2008 from

<http://www.health.gov/communication/literacy/plainlanguage/PlainLanguage.htm>.

Is Plain Language Appropriate for Well-Educated and Politically Important People? Results of Research with Congressional Correspondence

Kleimann, S. and Enlow, B. (2003). *Clarity*. Retrieved July 2008 from

<http://www.clarity-international.net/journals/50.pdf>.

In the News – A Push for Simple Language

AARP Bulletin, September 2008

Diament, M. (September 2, 2008). A Push for Simple Language. *AARP Bulletin*.

Retrieved July 2008 from http://bulletin.aarp.org/yourhealth/policy/articles/a_push_for_simple_language.html.

Health Literacy and Aging

Simply Put

CDC & ATSDR Office of Communication (April 1999). *Scientific and Technical Information: Simply Put*. 2nd ed. Retrieved July 2008 from

<http://www.cdc.gov/od/oc/simpput.pdf>.

How Reliable is Computerized Assessment of Readability?

Mailloux, S.L., Johnson, M.E., Fisher, D.G., & Pettibone, T.J. (1995 Sept-Oct). How Reliable is Computerized Assessment of Readability? *Computers in Nursing*, 13(5), 221-225.

[*Usage rights purchased June 10, 2009 by NGECC.*](#)

Rapid Estimate of Adult Literacy in Medicine (REALM) Examiner's Instruction Sheet

Davis, T., Crouch, M., & Long, S. Retrieved July 2008 from

http://www.ihs.gov/nonmedicalprograms/healthed/PDF/PtEd_REALM_Instr.PDF.

Sample Text

Doctor's office brochure

SHLA Handouts/Supporting Materials - continued

List of Resources - continued

Health Literacy and Aging (continued)

Healthy You, Portion Sizes: How Much is Too Much?

Johnson, T.D. (October 2006). Portion sizes: How much is too much? *The Nation's Health*. Retrieved July 2008 from <http://www.apha.org/NR/rdonlyres/A70BE717-D86E-42E1-85AB-A5FD060E8AC9/0/HealthyYouOct06.pdf>.

Right Size Portions for Healthy Eating

Permission for use granted by author, Sue Stableford, MPH, MSB, July 2009.

Key Elements of Plain Language Printed Materials

Permission for use granted by author, Sue Stableford, MPH, MSB, July 2009.

How to Write Badly

By Gerald Grow, Professor of Journalism, Florida A&M University, Tallahassee, Florida
[Grow, G. \(1981\). How to Write Badly. Retrieved July 2008 from Gerald Grow's Home Page website: http://www.longleaf.net/ggrow/Badly.html.](http://www.longleaf.net/ggrow/Badly.html)

Write it Easy to Read: Key Elements

Planning Printed Materials

2007 Stableford

Permission for use granted by author, Sue Stableford, MPH, MSB, July 2009.

Health Literacy and Functional Health Status Among Older Adults

[Wolf, M.S., Gazmararian, J.A., & Baker, D.W. \(September 26, 2005\). Health Literacy and Functional Health Status Among Older Adults. *Archives of Internal Medicine*, 165\(17\), 1946-1952.](#)
[Usage rights purchased June 10, 2009 by NGEC.](#)

Making Your Printed Health Materials Senior Friendly

[National Institute on Aging \(October 2007\). Making Your Printed Health Materials Senior Friendly. Retrieved July 2008 from](#)
[http://www.nia.nih.gov/HealthInformation/Publications/srfriendly.htm.](http://www.nia.nih.gov/HealthInformation/Publications/srfriendly.htm)

Materials and Information Application

Quick Assessment of Literacy in Primary Care: The Newest Vital Sign

[Weiss, B.D.; Mays, M.Z.; Martz, W., et al. \(November/December 2005\). Quick Assessment of Literacy in Primary Care: The Newest Vital Sign. *Annals of Family Medicine*, 3\(6\), 514-522. Retrieved July 2008 from](#)
[http://www.annfammed.org/cgi/reprint/3/6/514.pdf.](http://www.annfammed.org/cgi/reprint/3/6/514.pdf)
[Usage rights purchased June 10, 2009 by NGEC.](#)

SHLA Handouts/Supporting Materials - continued

List of Resources - continued

Materials and Information Application (continued)

Nutrition Facts Sheet

[Pfizer Clear Communication Health Initiative \(2008\). Retrieved July 2008 from http://www.pfizerhealthliteracy.com/pdf/FH_vitalsigns_040605.pdf.](http://www.pfizerhealthliteracy.com/pdf/FH_vitalsigns_040605.pdf)

Score Sheet for the Newest Vital Sign, Questions and Answers

[Pfizer Clear Communication Health Initiative \(2008\). Retrieved July 2008 from http://www.pfizerhealthliteracy.com/pdf/FH_vitals_quest8x10_040605.pdf.](http://www.pfizerhealthliteracy.com/pdf/FH_vitals_quest8x10_040605.pdf)

The Cloze Test

[Doak, Doak, & Root \(1996\). *Teaching Patients with Low Literacy Skills* \(2nd Ed\). The Cloze Test \(pp 35-38\). Philadelphia: J.P. Lippincott Company. Retrieved July 2008 from Harvard School of Public Health, Health Literacy Studies website: http://www.hsph.harvard.edu/healthliteracy/doak.html.](http://www.hsph.harvard.edu/healthliteracy/doak.html)

SHLA Handouts/Supporting Materials - continued

Homework Assignments

Summary of Homework and Responsibilities

Session 1: General Information and Interdisciplinary Teams

Homework (due April 1):

1. Review articles in Interdisciplinary Teams section. Be prepared to ask questions about materials that you would like clarified prior to discussion on health literacy.
2. Read articles in Health Literacy section and prepare summary points for assigned article.
3. Review AMA health literacy kit (video and written materials)

Session 2: Presentations by Scholars

Homework (due April 1):

1. Complete Session 1 assignments.
2. Review materials from outgoing scholars. Be prepared to ask questions about information you would like clarified before discussing health literacy.

Session 3: Health Literacy

Homework (due May 6):

1. Read articles in Geriatrics and Health Literacy section and prepare summary points for assigned article.
2. Bring a brochure used for patient education.

Session 4: Health Literacy and Aging

Homework (due June 3):

1. Apply the check list in Appendix A in Simply Put to your brochure.
2. Rewrite your brochure.
3. Read articles from Materials and Information section and prepare summary points for assigned article.

Session 5: Health Literacy Wrap Up

Homework (due July 1):

1. Work on health literacy projects.
2. Review program requirements (located in "General Information" section) and prepare questions for next session

Session 6: Project Review

Homework (due November 4):

1. Work on health literacy projects
2. Prepare information to present project to next cohort.

SHLA Handouts/Supporting Materials - continued

Homework Assignments - continued

Session 7: Presentations by Scholars

Homework (due January 31, 2010):

1. Finalize SHLA projects if not complete
2. Prepare and submit final Activity log
3. Prepare and submit final report/evaluation
4. Prepare and submit letter to funding source and NGECE describing the value of participation in project

Other Assignments/Responsibilities:

1. Check and respond to e-mails at least weekly.
2. Read health literacy books and optional interdisciplinary teams books as appropriate.
3. Attend at least 6 hours of geriatrics education prior to January 31, 2011.
4. Conduct health literacy training for colleagues, staff and/or students prior to January 31, 2011.
5. Develop and implement a health literacy project prior to January 31, 2011.
6. Maintain activity log and submit prior to June 30 and October 31, 2010 and January 31, 2011.
7. Submit final report regarding all activities and outcomes and product examples (curriculum changes, patient handouts, etc.) prior to January 31, 2011.
8. Submit letter to funding source and NGECE describing the value of participation in project by January 31, 2011.

SHLA Handouts/Supporting Materials - continued

Scholar Responsibilities

Scholars will:

1. Complete at least 60 hours of training related to the Scholars and Health Literacy and Aging program
2. Complete Didactic Course and Materials:
 - Complete AMA health Literacy self-study materials in April (approximately 1-2 hours)
 - Participate in all interprofessional team trainings (Thursday, April 16, June 4, July 9, August 6, September 10, and December 3, 2009 and March 11, 2010 from 1:00 to 4:00 pm) and course assignments. Note: If a session must be missed, the Scholar is responsible for scheduling a time to meet with the trainers and/or with another Scholar to review material covered.
 - Attend at least 6 NGECE interactive video programs in health literacy (one hour sessions; 9 topics offered each year) or review the DVDs of the event
3. Conduct presentations and complete project on health literacy and aging (by March 2010):
 - Conduct health literacy training for colleagues, staff and/or students
 - Develop and implement a project to improve patient outcomes through health literacy (complete IRB training if necessary)
4. Complete activity log and submit to Patti Swager by August 30 and December 30, 2009 and final by March 30, 2010. Documentation should include:
 - Dates of Activities
 - Time on project (team meetings, didactics, independent study, individual project, data collection, etc.)
 - Outcomes/Activities (curriculum developed, trainings conducted, numbers and disciplines trained, patient encounters, patient outcomes, etc.)
 - Samples/information related to project (report, curriculum, training materials, handouts developed) for inclusion in Federal Report and for inclusion in presentations about project outcomes
5. Check and respond to e-mails within one week
6. Submit a final report summarizing activities and outcomes, and product examples (curriculum changes, patient handouts)
7. Send a letter to funding source and department describing value of participation in project

SHLA Handouts/Supporting Materials - continued

National Associations

American Society on Aging

ASA is the largest organization of multidisciplinary professionals in the field of aging. Our resources, publications, and educational opportunities are geared to enhance the knowledge and skills of people working with older adults and their families.

Aging in America ASA-NCOA Conference 2010

March 15 – 19, 2010

Chicago, Illinois

For more information, go to:

<http://www.asaging.org/AiA10/index.cfm>

American Geriatrics Society

The American Geriatrics Society (AGS) is a not-for-profit organization of over 6,700 health professionals devoted to improving the health, independence and quality of life of all older people. The Society provides leadership to healthcare professionals, policy makers and the public by implementing and advocating for programs in patient care, research, professional and public education, and public policy.

Our Mission

To improve the health, independence and quality of life of all older people.

Our Vision for the Future

Every older American will receive high quality patient-centered care.

Annual Scientific Meeting 2010

May 12 - 15, 2010

Walt Disney World Swan and Dolphin Hotel

Orlando, Florida

<http://www.americangeriatrics.org/news/meeting/2010/index.shtml>

2009 Annual Scientific Meeting Information

From the April 29 – May 2, 2009 conference

Chicago, Illinois

Handouts and other information about the meeting are available at:

<http://ags.omnibooksonline.com/>

SHLA Handouts/Supporting Materials - continued

National Associations - continued

Association for Gerontology in Higher Education

As the only national membership organization devoted primarily to gerontological education, the Association for Gerontology in Higher Education (AGHE) is in a unique position to develop and sponsor education and training initiatives and to involve students, educators, researchers, and officials from across the country in providing resources for older adults and for those who serve them.

Note: This organization only offers organizational members, and UNR is a member.

Annual Meeting and Educational Leadership Conference 2010

Mining Silver: Optimizing Aging and its Workforce through Education

March 4 - 7, 2010

The Peppermill Resort Hotel and Casino

Reno, Nevada

For more information, go to:

<http://www.aghe.org/templates/System/details.asp?id=40634&PID=746192#AM>

The Gerontological Society of America

The Gerontological Society of America is a non-profit professional organization with more than 5000 members in the field of aging. GSA provides researchers, educators, practitioners, and policy makers with opportunities to understand, advance, integrate, and use basic and applied research on aging to improve the quality of life as one ages.

63rd Annual Scientific Meeting 2010

Transitions of Care Across the Aging Continuum

November 19 - 23, 2010

Hilton, New Orleans Riverside

New Orleans, LA

For more information, go to:

<http://www.geron.org/Annual%20Meeting>