



Health Literacy in Community Organizations:
A Toolkit to Support Engagement and Planning

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Finding the solution is simple when you know how

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PART A: About this Toolkit

Background

This *Health Literacy in Community Organizations* toolkit has been informed by the environmental scan and evaluation report for the *Learning for Health: Health Literacy Embedded Learning Demonstration Project* funded by the Public Health Agency of Canada. The *Learning for Health* project began in March 2010 and was completed in February 2012.

The goal of *Learning for Health* was to design, pilot test and evaluate embedded learning approaches to improve health literacy. Project co-leads collaborated with three community organizations that work with population groups most likely to experience barriers to accessing, understanding, evaluating and communicating information in addressing their health concerns. The three community demonstration sites included the Association for New Canadians in St. John's, Newfoundland; the South Shore Family Resource Association in Bridgewater, Nova Scotia; and the Wellness Institute at Seven Oaks General Hospital in Winnipeg, Manitoba.

The *Learning for Health* project included various components and supports that included:

- Encompassing asset-based community development, adult education, population health and participatory evaluation approaches
- Recruiting champions from each site to support the development and implementation of the project
- Creating a steering committee to guide the development and implementation of the project
- Engaging community partners to involve an array of individuals and organizations in the project

- Providing financial resources to the three sites to help support the project at the local level
- Conducting an environmental scan to help inform the project including providing examples of health literacy interventions and/or embedded learning approaches
- Developing communication tools to help explain the project and provide a starting point for discussion about health literacy and embedded learning
- Developing and implementing a workshop to train staff, volunteers and community partners from the local sites about health literacy and to support embedding learning within their organizations
- Providing supports following the workshop to continue to foster embedded learning approaches

This toolkit serves as one mechanism for sharing the lessons learned and the tools created from *Learning for Health*. It consolidates the key tools used by demonstration sites to plan and take action around building health literacy within their organizations.

To learn more about the evaluation findings and recommendations from *Learning for Health*, please download and read the final evaluation report at www.learningforhealth.hpns.ca

Purpose

This toolkit is created for people across Canada who are interested in improving health literacy within their organizations and communities. It contains practical and user-friendly information and tools.

Take some time to review the toolkit and learn about how you can assess your readiness to take action, plan activities, build support and evaluate your progress.

Contact Barefoot Facilitation Inc. (www.trybarefoot.com) or Research Power Inc. (www.researchpowerinc.com) for additional support or to discuss your questions about how to use the toolkit. We can help you with:

- orienting staff and/or volunteers to the toolkit;
- training staff and/or volunteers around health literacy, health promotion, community development, planning and evaluation;
- supporting staff/or volunteers with action planning; and
- monitoring your progress in improving your organization's health literacy work.

As you move toward becoming a more health literate organization you will be better prepared to help your clients to access, understand, evaluate and communicate the health information they need.



Structure

This toolkit is divided into three sections, as depicted by the image below:



Part A: About this Toolkit

This section explains the background leading to the development of the toolkit, the purpose of the toolkit and how the toolkit is structured.

Part B: Why this Toolkit

This section provides information about: the context and definition of health literacy and why health literacy is important; the link between literacy and health, and literacy's effect on health. This section also introduces the health literacy framework and its four domains (access, understand, evaluate and communicate) and describes the roles that individuals and organizations play in fostering health literacy.

Part C: Using the Toolkit

This section of the toolkit discusses using a participatory approach, enablers to support health literacy work, and ideas and tools to support assessing readiness, action planning and evaluation.

Throughout the toolkit you will see definitions and practical examples. And you will see some real stories of people who are championing health literacy. The tools included represent some of the most useful and practical tools, as judged by the *Learning for Health* demonstration sites. A list of key references is provided at the end of the toolkit.

PART B: Why this Toolkit

How is Health Literacy Defined?

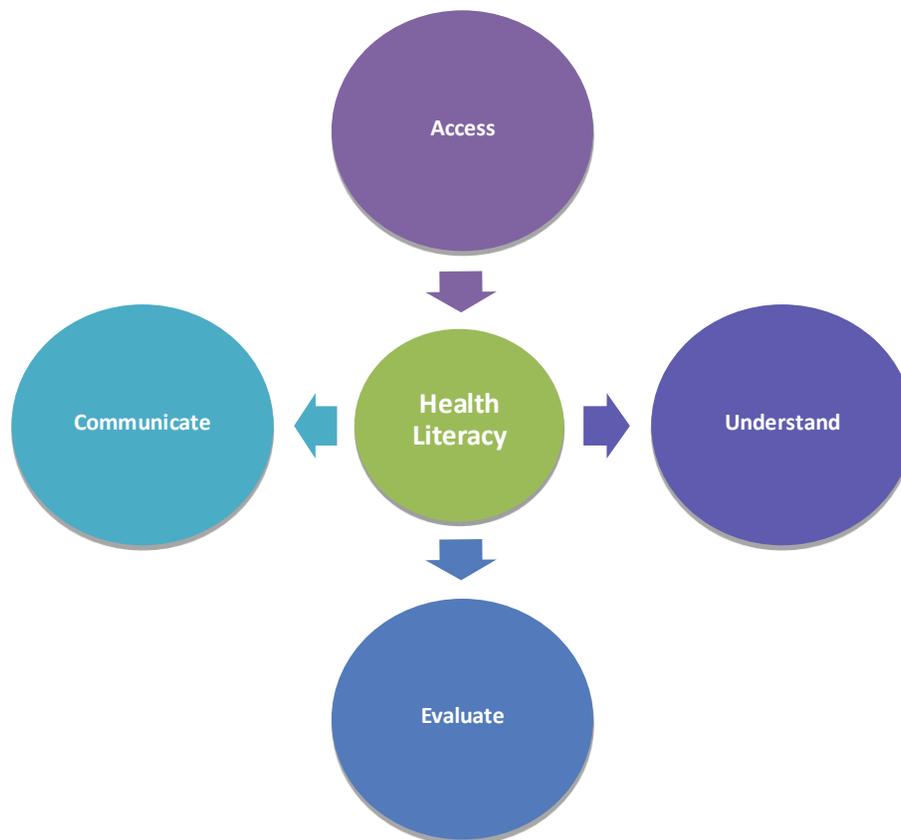
The Canadian Expert Panel on Health Literacy defined health literacy as:

*“the ability to **access, understand, evaluate** and **communicate** information as a way to promote, maintain and improve health in a variety of settings across the life-course.”*

(Source: Gordon-El-Bihbety, D. & Rootman, I. A Vision for a health literate Canada, Ottawa, Ontario: CPHA, 2008, page 11.)

Health literacy involves more than just being able to handle words and numbers. Research shows that health literacy involves using, at the same time, a more complex and interconnected set of abilities: to read and act upon written information, to communicate needs to health professionals, and understand health instructions.

(Source: Gordon-El-Bihbety, D. & Rootman, I. A Vision for a health literate Canada, Ottawa, Ontario: CPHA, 2008.)



Why is Health Literacy Important?

Health literacy is critical to help us manage our own health. It refers not only to the abilities of individuals but also to health-related systems (or organizations) and providers of information within those systems.

Increasingly, health literacy is recognized as a determinant of health in Canada – one that is closely related to other social determinants of health such as literacy, education, income, and culture.

To be health literate is to be able to access and understand the information required to manage one's health on a day-to-day basis. Ideally, a health-literate individual is able to seek and assess the health information required to:

- understand and carry out instructions for self-care, including the administering of complex daily medical tasks
- plan and achieve the lifestyle changes required for improved health
- make informed positive health-related decisions
- know how and when to access health care
- share health promoting activities with others
- address health issues in the community and society

For example, consider the potential benefits of improved health literacy to the prevention and management of chronic diseases. In Canada, 67% of all deaths each year are due to four chronic diseases: cancer, diabetes, cardiovascular and chronic respiratory diseases. Three out of five Canadian adults have a chronic disease. Health literacy plays a critical role in helping people modify behaviours that put them at risk, such as tobacco use, harmful use of alcohol, unhealthy diets and physical inactivity. Health literacy skills also enable people to comply with complex self-management instructions (in the case of diabetes, for example) and access appropriate health services.

Currently, however, the health literacy of Canadians falls short of the ideal. Based on research conducted by the Canadian Council on Learning, an estimated 60% of Canadian adults (ages 16 and older) and 88% of seniors (age 65 and older) do not have the skills required to obtain, understand and act on health information and services. Nor do they have the ability to make appropriate health decisions on their own.

Some population groups, such as older adults, immigrants and the unemployed, tend to have lower health literacy scores. The implications for these more vulnerable groups is that with limited health literacy often comes a lack of ability to effectively access health services, obtain and understand relevant information, and make informed health-related decisions. It is important to remember, however, that because the health context is complex, and because health care systems are becoming increasingly difficult to navigate, even well educated people may not have adequate health literacy skills.

As well as having a negative impact on health and quality of life, low health literacy also comes with a significant financial toll. In 2009 the cost of low health literacy in Canada amounted to an estimated 3 to 5% of the total health care budget for that year. This amounted to approximately \$8 billion a year in excess health care costs, related to patterns of health services use (for example, unnecessary emergency room visits and re-admittances to hospital) which are common to patients with poor health literacy skills.

(Source: Eichler K, Wieser S, Bruegger, U (2009). The costs of limited health literacy: a systematic review. *International Journal of Public Health*. <http://www.springerlink.com/content/n7327r1t181665t3/fulltext.pdf>)

(Source: Public Health Association of British Columbia (2012). An Inter-sectoral Approach for Improving Health Literacy for Canadians. <http://www.phabc.org/userfiles/file/IntersectoralApproachforHealthLiteracy-FINAL.pdf>)

(Source: Public Health Agency of Canada (2013). Preventing Chronic Disease Strategic Plan 2013-2016. http://www.phac-aspc.gc.ca/cd-mc/diabetes-diabete/strategy_plan-plan_strategique-eng.php?phac_src=cd_strat_plan&medium=banner_link&campaign=CDfeaturebox)

(Source: Canadian Council on Learning (2008). Health Literacy in Canada: A Healthy Understanding. Ottawa. <http://www.ccl-cca.ca/pdfs/HealthLiteracy/HealthLiteracyReportFeb2008E.pdf>)

(Source: Kickbush I, Plikan JM, Apfel F, Twouros AD (2013). Health Literacy: The Solid Facts. World Health Organization, Regional Office for Europe)

A Definition of Health

Health means more than simply not being sick. According to the World Health Organization, health is a state of complete physical, mental and social well-being. If individuals are to reach such a state of well-being, they must be able to identify and realize their goals, satisfy their needs, and change or cope effectively within their environment.

Our health is directly and indirectly affected by the conditions under which we are born, grow, learn, live, work and play. These social determinants of health can have a greater impact on our health than factors such as genetics, lifestyles or services provided by the health care system.

The social determinants of health include income, social support, education and literacy, employment and working conditions, social environments, physical environments, personal health practices and coping skills, healthy child development, gender and culture.

Thinking about health as a resource for everyday life, rather than the objective of living, was put forth in the *Ottawa Charter for Health Promotion* (1986). The Ottawa Charter recognized health promotion as the process of enabling people to increase control over, and to improve their health.

(Source: Public Health Agency of Canada (2005). Beyond Words: The Health-Literacy Connection. http://www.cpha.ca/uploads/portals/h-l/beyondwords_e.pdf)

(Source: Public Health Agency of Canada (2008). The Chief Public Health Officer's Report on the State of Public Health in Canada 2008. <http://www.phac-aspc.gc.ca/cphorsphc-respcacsp/2008/fr-rc/index-eng.php>)

(Source: World Health Organization. Constitution of the World Health Organization. <http://apps.who.int/gb/bd/PDF/bd47/EN/constitution-en.pdf?ua=1>)

The Literacy and Health Connection

The Canadian Literacy and Learning Network defined literacy as:

“the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential, and to participate fully in the wider society.”

(Source: Canadian Literacy and Learning Network. <http://www.literacy.ca>)

There is a common misconception – that a person is either literate or not. While few Canadians are truly illiterate (can't read or write), there are many adults with low literacy skills that limit their ability to access, understand and communicate information in print, particularly if it is new or unfamiliar.

The Canadian Expert Panel on Health Literacy recognized that there is a direct link between literacy and health literacy. They defined literacy as:

“the ability to understand and use reading, writing, speaking and other forms of communication as a way to participate in society and achieve one's goals and potential.”

(Source: Gordon-El-Bihbety, D. & Rootman, I. A Vision for a health literate Canada, Ottawa, Ontario: CPHA, 2008, page 10.)

Low literacy and health problems are interrelated in many ways. Literacy barriers limit opportunities, resources, control of the future and ability to make informed lifestyle choices. Low literacy affects access to decent jobs and adequate incomes. Higher incomes correspond with greater ratings of health. Poverty and low literacy affect nutrition, mental health, stress levels and the ability to prevent illness.

Low literacy has been shown to have a negative effect on all aspects of health.

This includes life expectancy, accidents and a wide range of diseases such as diabetes, cardiovascular disease and cancer. People with higher literacy skills are more likely to live and work in safe and healthy environments and enjoy the associated health benefits.

Low literacy affects access to health services and information. Literacy skills are necessary to access and understand crucial health information. Literacy skills allow people to better engage with health professionals and institutions.

Low literacy increases costs to the healthcare system. People with low literacy have poorer overall health. Low literacy can lead to misuse of medication, misunderstanding of health information, and overuse of health services and emergency care.

Literacy and health goals have a better chance of success when pursued together. Literacy programs provide the health system with an important channel to reach people who are most at risk for poor health outcomes related to low health literacy skills. In turn, health information provides a useful tool for literacy programs.

(Source: Canadian Literacy and Learning Network. Literacy and Essential Skills Fact Sheet: Health. Extracted from <http://www.literacy.ca/content/uploads/2012/02/health.pdf>)

Literacy's Effect On Health

Literacy influences health both directly and indirectly. Most obvious are the direct effects. Less obvious, but even more profound are the indirect effects of reduced literacy on health.

Direct effects on health	Indirect effects on health
<p>People with poor literacy skills may find it difficult to:</p> <ul style="list-style-type: none">• Understand and use health information such as advice on self-care, instructions for medications, food labels, and safety warnings• Access services which support their health• Find their way through a complicated health care system• Interact with health care providers• Seek appropriate and timely medical attention. Although some people limited in literacy use health services more frequently, many often wait to seek medical help until the health problem reaches a crisis state	<p>People with poor literacy skills are more likely to live in poverty, and may:</p> <ul style="list-style-type: none">• Lack access to a secure food supply• Live in low quality housing• Work in unsafe environments• Experience isolation and social exclusion• Encounter high stress in daily living and suffer from low self-esteem• Have more obstacles to healthy practices such as being active, healthy eating and not smoking.• Face barriers to fostering healthy development during the growing years

(Source: Health Literacy in Rural Nova Scotia Research Project. <http://www.healthliteracyruralresearch.ca/>)

Why Canada Needs Health Literate Organizations

The Canadian Expert Panel on Health Literacy defined their vision of a health literate Canada, as follows:

“All people in Canada have the capacity, opportunities and support they need to obtain and use health information effectively, to act as informed partners in the care of themselves, their families and communities, and to manage interactions in a variety of settings that affect health and well-being.”

(Source: Gordon-El-Bihbety, D, Rootman, I (2008). A Vision for a Health Literate Canada, Ottawa, Ontario: Canadian Public Health Association, page 23.)

Both individuals AND organizations have a role to play in fostering health literacy. We need to work together to improve the knowledge and skills of individuals who receive health information. We also need to support the people who provide programs and services across a wide variety of settings and delivery mechanisms.

In other words, two things need to happen if this vision of a health literate Canada is to become a reality:

1. Individuals need to improve their health literacy skills.
2. Practitioners, organizations and institutions need to provide the opportunities and the support to improve their own skills, programs and services and to help individuals to access, understand, evaluate and communicate the health information they need.

The Health Literacy Framework

In practical terms, an individual's health literacy can be broken down into four domains of types of actions:

- Access
- Understand
- Evaluate
- Communicate

Together, these four domains make up the Health Literacy Framework. They represent the knowledge and skills that a health literate individual needs to make informed decisions. The Health Literacy Framework is a useful tool to help you address health literacy in your work.

Access

Description:

Access refers to supporting clients to find information and access products and services for their health.

- *Clients* refers to those people who participate in the range of activities and services provided.
- *Information* refers to health information such as instructions on how to take medications, information on food labels, information within brochures, as well as information in social media, newspapers, telephone books, day care menus, etc.
- *Products* include not only health products such as medications and medical equipment (e.g., glucose monitoring equipment, blood pressure monitoring equipment) but also other products that support health such as means of transportation (e.g., a car, public transit), school supplies, a place to sleep, healthy food choices, a telephone, etc.
- *Services* include health services such as those provided by pharmacists, doctors, nurses, dietitians, dentists and social workers. Services can also refer to family literacy and adult learning programs, support groups, women's centres, family resource centres, home support, recreation facilities, transportation services, financial services, etc.

Their health includes their individual health, their family's health and/or their community's health.

Understand

Description:

Understand refers to supporting clients to **understand and clarify information for their health.**

- When people understand, they are able to make sense of information, clarify information and the source, summarize information, understand terms used by health care providers and other sources such as the public media, social media, etc.
- In helping clients to understand you are also determining clients' ability to read, ensuring the information is in plain language, knowing when a translator is needed, etc.

Evaluate

Description:

Evaluate refers to supporting clients to **evaluate the information they receive in making decisions to support their health.**

- When people evaluate information they are able to judge the credibility of the source, identify inconsistencies in health information, pull out information they need, relate information to their life circumstances (e.g., in the context of social, cultural, economic influences).

Communicate

Description:

Communicate refers to supporting clients to **describe their health concerns and share health information with others.**

- When people communicate information they are able to describe their health concerns to others including their providers, family members, neighbours, etc.; they are able to talk about their concerns and progress with providers and question advice that is given; they are able to advocate for their issues to their providers, broader community, policy makers, etc.

Examples of Health Activities across the Four Domains

Using the information presented in the Health Literacy Framework, actions can be identified for a specific health activity. Review the examples of health-related activities in the tables below, noting in particular what the four health literacy domains look like in action.

Getting a prescription filled			
Access	Understand	Evaluate	Communicate
<ul style="list-style-type: none"> • Access the service of a pharmacist or pharmacy. 	<ul style="list-style-type: none"> • Understand why you are taking a medication, how much to take and when you should take it, side effects, etc. 	<ul style="list-style-type: none"> • Evaluate conflicting messages from your friends and family about the importance of the medication and how long to take it. 	<ul style="list-style-type: none"> • Communicate with a pharmacist about potential drug interactions, advocate within your family about the importance of taking the medication as advised.

Breast feeding			
Access	Understand	Evaluate	Communicate
<ul style="list-style-type: none"> • Access a mothers' breastfeeding support group. 	<ul style="list-style-type: none"> • Understand the process for a successful latch, how to deal with sore nipples, how to store expressed milk, etc. 	<ul style="list-style-type: none"> • Evaluate advice given by other mothers, conflicting messages from your grandmother about the pros and cons of introducing a bottle, etc. 	<ul style="list-style-type: none"> • Communicate with a local restaurant owner about the need for a family friendly space for breast feeding or with co-workers for workplace policies that consider the importance of breast feeding.

Finding permanent housing			
Access	Understand	Evaluate	Communicate
<ul style="list-style-type: none"> • Access information about local apartment availability. 	<ul style="list-style-type: none"> • Understand information in apartment advertisements (i.e., pay own utilities, damage deposit). • Understand the details included in a lease. 	<ul style="list-style-type: none"> • Evaluate advice provided by rental agents. • Evaluate apartment features to determine if it meets family needs. 	<ul style="list-style-type: none"> • Communicate with landlord regarding maintenance needs/concerns.

Managing stress			
Access	Understand	Evaluate	Communicate
<ul style="list-style-type: none"> • Access a community-based education program. • Access information about managing and reducing stress. 	<ul style="list-style-type: none"> • Understand information in program advertisements and descriptions. • Understand the signs and symptoms of stress. 	<ul style="list-style-type: none"> • Evaluate the information available about programs to determine which one meets the need. • Evaluate coping strategies used to reduce and manage stress to help decide what will work best. 	<ul style="list-style-type: none"> • Communicate with family physician about signs and symptoms of stress. • Communicate with employer about stress related concerns and suggestions for reducing stress at work.

Reflection Exercise

Think about your current work. Identify a health topic or issue and list a few examples of everyday health activities that a client might need to demonstrate under each domain of *access, understand, evaluate and communicate*.

Health topic/issue:

Access

Understand

Evaluate

Communicate

PART C: Using this Toolkit

Introduction

This section of the toolkit, “Using the Toolkit”, provides information on the following:

- The importance of using a participatory approach to support making health literacy part of the way you work and what this includes
- The importance of assessing organizational and community readiness to support health literacy, including tools to help you do this assessment
- Ideas for supporting health literacy and tools to develop an action plan to support your health literacy work
- Enablers or facilitators to help ensure that your health literacy work is successful
- The importance of evaluation and suggestions to help you monitor your progress

A Participatory Approach

“Our approach to the Learning for Health project was grounded in the principles of community-based development, adult education and participatory evaluation. We believe in the diversity that exists across communities and the strengths that communities have to address inequalities. Our approach recognized this diversity and existing capacity. We worked with demonstration sites through an active process to help community agencies achieve successes and ensure project deliverables.”

~ Gerard Murphy, Barefoot Facilitation Inc. and
Stephanie Heath, Research Power Inc.

Using a participatory approach that involves staff, volunteers and partners will help to ensure success in incorporating health literacy into the activities and work of an organization.

In its simplest terms, a participatory approach is one in which everyone who has a stake in the intervention has a voice, either in person or by representation. Staff of your organization, members of the target population, community officials, interested citizens, and people from involved groups should be invited to the table. Everyone's participation should be welcomed and respected, and the process shouldn't be dominated by any individual or group, or by a single point of view.

That's the ideal. The reality may often be quite different. Some people might not want to be involved – they may feel it takes too much time, or they don't have the skills needed. Particular individuals or groups may feel left out and disrespected if they're not invited to participate. The planning process may be a rubber stamp for ideas that have already been developed. Some peoples' opinions may be listened to

more carefully than those of others. In some of these situations, a participatory process can cause as many problems as never involving people at all.

The important thing to remember here is the word *participatory*. The use of that term implies not just that you'll ask for someone's opinion before you do what you were going to do anyway, but rather that each participant becomes an important contributor to the planning process.

A true participatory approach is one in which everyone's perspective is considered.

A participatory approach ensures that:

- Everyone's thoughts are respected, and it isn't necessarily assumed that the professionals or the well-educated automatically know what's best
- Everyone actually gets to participate in the planning process, and has some role in decision-making
- Everyone has a voice which must be acknowledged
- Everyone thrashes out ideas and goals, and wrestles with new concepts

In order for this to happen, those with less education and "status" often need extra support, both to learn the process and to believe that their opinions and ideas are important and worth stating. All of this takes time, but the rewards are great.

(Source: Work Group for Community Health and Development, University of Kansas, Community Tool Box. <http://ctb.ku.edu/en/toolkits>)

Additional Tools and Resources:

International Association for Public Participation. <http://www.iap2.org/>

Literacy Lives Project, Simon Fraser University, Certificate in Community Capacity Building: Skills in strengthening community health. <http://www.sfu.ca/community/literacylives.html>

Readiness to Support Health Literacy

How ready is your community group or organization to support health literacy?

It is important to understand your group or organization's readiness to promote and foster health literacy at various levels:

- The organizational level
- The staff and volunteer level
- The community level

Assessing readiness is an opportunity to reflect on current practices and capacities at an organization, staff/ volunteer and community level. Here are some questions to help guide your reflection at the various levels.

Organizational Level

If health literacy connects with the way your group/ organization currently works, and is supported by organizational leadership, structures and processes, the chances that staff and volunteers can successfully promote and support individuals and communities to become more health literate are greater.

Questions for Reflection

- Does your group/ organization's vision, mission, goals and values connect/ align with health literacy?
- Does your group/ organization have policies that support health literacy?
- Does your group/ organization allocate resources including money, staff time, materials and space to promote and foster health literacy?
- Do leaders understand and support health literacy?
- Does your organization support staff to promote and address health literacy?

Staff and Volunteer Level

Having capable and committed staff and volunteers who see the importance of enhancing or changing the way they work to plan for and support health literacy is a key factor for success. Staff need to have the capacity to integrate health literacy into existing programs/ services/ courses and their day to day work.

Questions for Reflections

- Do staff understand health literacy and value it?
- Do staff have the knowledge, skills and confidence to support clients to access, understand, evaluate and communicate information for health?
- Is supporting health literacy included in staff job descriptions and performance reviews? If not, how could it be?

Community Level

Sharing, networking and collaborating with community partners helps to build capacity to promote and foster health literacy, including extending the reach of health literacy work and its benefits.

Questions for Reflections

- What community organizations/ partners are available to support health literacy?
- What programs and services are available in the broader community to address health literacy?

(Source: Heath, S, Murphy, G (2012). Project Evaluation: Learning for Health Final Report. Prepared for: Public Health Agency of Canada. Halifax, NS: Research Power Inc. & Barefoot Facilitation Inc.)

(Source: Frankish, J, Gray, D, Milligan, CD (2013). Building Capacity for Adaptation & Implementation of Health Literacy Initiatives in Canada Project: Health Literacy Community Capacity Assessment Tool Final Report. Centre for Health Promotion, University of British Columbia.)

Conducting an Assessment

An assessment of readiness will help to:

- Identify both your needs and how to address them, as well as strengths/ assets and how to use them to promote and foster health literacy
- Reflect on current practices and begin a dialogue about promoting and fostering health literacy
- Guide planning, including identification of strategies/ activities to build your capacity to promote and foster health literacy
- Provide information to assess your progress
- Involve staff, volunteers and community members in the process from the beginning helping to build trust, buy-in and support

(Source: Work Group for Community Health and Development, University of Kansas, Community Tool Box.
<http://ctb.ku.edu/en/toolkits>)

Tools to Help You Reflect on Your Practice/Work

The following worksheets can be used in a variety of ways – you decide what works best for you. For example:

- Staff/ volunteers individually complete the worksheet(s) and then come back together to discuss their answers
- Staff/ volunteers individually complete the worksheet(s), someone compiles the answers, and everyone comes together to discuss the results
- Members of an organization complete the worksheets as a group using a facilitator to help guide the discussion

And there may be other ways you decide to use the tools – there is no right or wrong way to use them – the important thing is that you use a process that everyone is comfortable with and use the results to help you plan your health literacy work.

Self-Assessment Worksheets

The self-assessment worksheets are intended to help you reflect on your current practices as a first step in getting ready to plan new ways of improving your practice to better support health literacy.

ACCESS	
<p>Access refers to supporting clients to find information and access products and services for their health.</p> <ul style="list-style-type: none"> • <i>Clients</i> refers to those people who participate in the range of activities and services provided through your organization. • <i>Information</i> refers to health information such as instructions on how to take medications, information on food labels, information within brochures, information in social media, newspapers, telephone books, day care menus, etc., as well as information delivered orally. • <i>Products</i> include not only health products such as medications and medical equipment (e.g., glucose monitoring equipment, blood pressure monitoring equipment) but also other products that support health such as means of transportation (e.g., a car, public transit), school supplies, a place to sleep, healthy food choices, a telephone, etc. • <i>Services</i> include health services such as those provided by pharmacists, doctors, nurses, dietitians, social workers. Services can also refer to family literacy and adult learning programs, support groups, women's centres, family resource centres, home support, recreation facilities, transportation services, financial services, etc. • <i>Their health</i> includes their individual health and/or their community's health. 	
Questions	Rating
Supporting clients to find information and access products and services for their health is important in what I do at my organization.	<input type="checkbox"/> Not doing well <input type="checkbox"/> Doing okay <input type="checkbox"/> Doing great
I understand what is meant by supporting clients to find information and access products and services for their health.	<input type="checkbox"/> Not doing well <input type="checkbox"/> Doing okay <input type="checkbox"/> Doing great

ACCESS	
I have the knowledge to support clients to find information and access products and services for their health.	<input type="checkbox"/> Not doing well <input type="checkbox"/> Doing okay <input type="checkbox"/> Doing great
I have the skills to support clients to find information and access products and services for their health.	<input type="checkbox"/> Not doing well <input type="checkbox"/> Doing okay <input type="checkbox"/> Doing great
I am confident in supporting clients to find information and access products and services for their health.	<input type="checkbox"/> Not doing well <input type="checkbox"/> Doing okay <input type="checkbox"/> Doing great
I know the extent to which low levels of literacy may be a barrier to health literacy among the clients I work with.	<input type="checkbox"/> Not doing well <input type="checkbox"/> Doing okay <input type="checkbox"/> Doing great

UNDERSTAND

Understand refers to supporting clients **to understand and clarify information for their health.**

- When people understand, they are able to make sense of information, clarify information and the source, summarize information, understand terms used by health care providers and other sources such as the public media, etc.
- In helping clients to understand you are also determining clients' ability to read, ensuring the information is in plain language, knowing when a translator is needed, etc.

Questions	Rating
Supporting clients to understand and clarify information for their health is important in what I do at my organization.	<input type="checkbox"/> Not doing well <input type="checkbox"/> Doing okay <input type="checkbox"/> Doing great
I understand what is meant by supporting clients to understand and clarify information for their health.	<input type="checkbox"/> Not doing well <input type="checkbox"/> Doing okay <input type="checkbox"/> Doing great
I have the knowledge to support clients to understand and clarify information for their health.	<input type="checkbox"/> Not doing well <input type="checkbox"/> Doing okay <input type="checkbox"/> Doing great
I have the skills to support clients to understand and clarify information for their health.	<input type="checkbox"/> Not doing well <input type="checkbox"/> Doing okay <input type="checkbox"/> Doing great
I am confident in supporting clients to understand and clarify information for their health.	<input type="checkbox"/> Not doing well <input type="checkbox"/> Doing okay <input type="checkbox"/> Doing great

EVALUATE

Evaluate refers to supporting clients **to evaluate the information they receive in making decisions to support their health.**

- When people evaluate information they are able to judge the credibility of the source, identify inconsistencies in health information, pull out information they need, relate information to their life circumstances (e.g., in the context of social, cultural, economic influences).

Questions	Rating
Supporting clients to evaluate the information they receive in making decisions to support their health is important in what I do at my organization.	<input type="checkbox"/> Not doing well <input type="checkbox"/> Doing okay <input type="checkbox"/> Doing great
I understand what is meant by supporting clients to evaluate the information they receive in making decisions to support their health.	<input type="checkbox"/> Not doing well <input type="checkbox"/> Doing okay <input type="checkbox"/> Doing great
I have the knowledge to support clients to evaluate the information they receive in making decisions to support their health.	<input type="checkbox"/> Not doing well <input type="checkbox"/> Doing okay <input type="checkbox"/> Doing great
I have the skills to support clients to evaluate the information they receive in making decisions to support their health.	<input type="checkbox"/> Not doing well <input type="checkbox"/> Doing okay <input type="checkbox"/> Doing great
I am confident in supporting clients to evaluate the information they receive in making decisions to support their health.	<input type="checkbox"/> Not doing well <input type="checkbox"/> Doing okay <input type="checkbox"/> Doing great

COMMUNICATE

Communicate refers to supporting clients to **describe their health concerns and share health information with others.**

- When people communicate information they are able to describe their health concerns to others including their providers, family members, neighbours, etc.; they are able to talk about their concerns and progress with providers and question advice that is given; they are able to advocate for their issues to their providers, broader community, policy makers, etc.

Questions	Rating
Supporting clients to describe their health concerns and share health information with others is important in what I do at my organization.	<input type="checkbox"/> Not doing well <input type="checkbox"/> Doing okay <input type="checkbox"/> Doing great
I understand what is meant by supporting clients to describe their health concerns and share health information with others.	<input type="checkbox"/> Not doing well <input type="checkbox"/> Doing okay <input type="checkbox"/> Doing great
I have the knowledge to support clients to describe their health concerns and share health information with others.	<input type="checkbox"/> Not doing well <input type="checkbox"/> Doing okay <input type="checkbox"/> Doing great
I have the skills to support clients to describe their health concerns and share health information with others.	<input type="checkbox"/> Not doing well <input type="checkbox"/> Doing okay <input type="checkbox"/> Doing great
I am confident in supporting clients to describe their health concerns and share health information with others.	<input type="checkbox"/> Not doing well <input type="checkbox"/> Doing okay <input type="checkbox"/> Doing great

Self-Reflection Tool

Use this tool to help you further reflect on your current practices and your next step towards planning how you will enhance or change your programs/ services/ courses to better support health literacy.

	CONTINUE Things I am doing within this domain that are working well and that I should <i>keep doing</i> .	START Things I am not doing within this domain that my clients and/or the organization would benefit from if I <i>started</i> .
<p>Access:</p> <p>How do I support clients to find information and access products and services for their health?</p>		
<p>Understand:</p> <p>How do I support clients to understand and clarify information for their health?</p>		
<p>Evaluate:</p> <p>How do I support clients to evaluate the information they receive in making decisions to support their health?</p>		
<p>Communicate:</p> <p>How do I support clients to describe their health concerns and share health information with others?</p>		

What will <i>help</i> you to integrate health literacy into your work?	What will <i>prevent</i> you from integrating health literacy into your work?

Planning for Health Literacy

Action Planning

Developing an action plan will help your group/ organization to clearly spell out what you will do to improve how you support health literacy. Identifying specific organizational or community changes (that is, new or modified programs, policies, and practices) is key to supporting your health literacy work.

Your action plan will show:

- What activities or strategies you will implement
- Who will work to implement the activities/ strategies within your group/ organization and community
- The timeline for completion of the activities or strategies
- How you will know you have been successful (i.e., what specific outcomes you will see)
- What supports/ resources you will need to help you implement your activities/ strategies and who will provide these supports
- Potential barriers and ideas to overcome these barriers

(Source: Work Group for Community Health and Development, University of Kansas, Community Tool Box.
<http://ctb.ku.edu/en/toolkits>)

What Can You Do to Improve Health Literacy?

There are many types of things that an organization can do to promote and foster health literacy such as:

- Provide information and education to staff and volunteers to build their understanding, knowledge and skills to address health literacy
- Communicate to group/ organization members about the value and importance of health literacy and the link to health outcomes
- Change or enhance programs, services and courses to better address health literacy and support clients to access, understand, evaluate and communicate information for health
- Develop policies or strategies to support staff and volunteer practices and help ensure health literacy is built into the fabric of the organization and sustained
- Develop and strengthen partnerships with other community groups/ organizations to collaboratively address health literacy

See the *Resource Lists* at the end of this toolkit for some examples of resources and tools that helped to inform the development and implementation of health literacy interventions in the *Learning for Health* project.

Enhancing Programs and Services

In thinking about how to change or enhance their programs a community organization decided that creating a brochure and check list for clients about “How to Talk to Your Doctor” would be a resource that would help to improve clients’ health literacy. An organization that worked with new Canadians reviewed their English as a Second Language curriculum and added health topics into class lessons as a way to improve their students’ health literacy. This organization also changed their orientation program for new immigrant clients, making it almost all visual.

*“Thinking about health literacy has forced us to look at the way that we’re delivering our services to the clients. We have taken some of the orientations that we do and removed most of the words. Because we found that they were too wordy, we were losing clients within a half an hour. You learn to watch the body language. And yesterday we tried our first one without any words, with very few words on the overheads and put an awful lot of pictures in, and you could see the difference!” (Community Site from *Learning for Health*)*

Enhancing Practice

A staff member from a local community organization that worked with seniors reflected on the impact on their practice of building their knowledge and skills to better support their clients' health literacy.

“There has been a big shift. It’s not about me, the presenter or you know, the expert, it’s about the individuals that you’re trying to impart information to and share information as well. So it’s caused us to think in terms of having a conversation with people, not necessarily, boom, here’s the information, good luck. It’s taking more of a responsibility for that learning...you have a sense that they’re walking away with a good understanding of it, and they’re going to have a chance of applying that information in their own context. And I think that’s the big shift, it’s their context, not your context.” (Community Site from *Learning for Health*)

Enhancing Policies and Procedures

One community organization that worked with families facing difficult circumstances developed organizational policies and included actions for health literacy in their strategic plan. This helped to ensure that a health literacy lens became part of the organization’s culture/ way of working and supported within practice.

“We put together a policy to ensure health literacy became a practice within our organization...we want to ensure that we just didn’t do all these things and walk away – that happens with so many of these trainings.”
(Community Site from *Learning for Health*)

A Worksheet to Support Action Planning

Use this tool to document your personal action plan and summarizes what you will do to support health literacy work.

Action Plan

ACTION	RESPONSIBILITY	TIMEFRAME	OUTCOMES	SUPPORTS
What needs to be done?	Who will do it?	By when?	How will you know if you are successful?	What supports will you need to help ensure success?

Supporting Health Literacy

Leaders and Champions

Supportive **leaders and champions** help to build the capacity of groups/ organizations and communities to promote and foster health literacy.

Leaders and champions:

- Work with staff and volunteers to make health literacy part of the culture of an organization
- Help to make health literacy part of the values, mission, policies, and day to day work of an organization
- Recognize the importance of building staff knowledge, skills, and confidence to support health literacy – and provide the time and resources to make this happen
- Rally others, spark excitement, and support staff to change or enhance their practice to better support clients and communities to become more health literate



Role of Leaders and Champions

- Identify staff and volunteers who are innovators and can help build organization and community capacity to promote and foster health literacy
- Mentor and support staff to build understanding, knowledge, skills and confidence to address health literacy
- Identify and engage community partners and members to support health literacy work
- Support networking and sharing of staff and volunteers within the organization and community partners to connect around health literacy work
- Build awareness and understanding about the value of health literacy throughout the organization and in the community, and advocate for health literacy work (e.g., educate about the link between health literacy and health outcomes)

(Source: Saul J, Best A, Bitz J, Pompu K, Willis C, McCallum, V (2012). Realist Review of Interventions to Increase Organizational Capacity to Address Health Literacy. Vancouver BC: Insource Research Group.)

Engaging Community Partners

The participation of community members who are affected by low levels of health literacy will ensure that all partners know the full context related to the issue, as well as what various segments of the community might be willing and unwilling to do about it.

Think about involving:

- People directly affected by, or who are most at risk for low health literacy
- Policy makers, legislators, officials, or others who can affect the issue
- Human services staff, administrators, and others (such as police officers, educators, and coalition members) who are responsible for dealing with clients affected by low health literacy
- Respected local figures, including advocates, clergy, and others in the community to whom people turn for support
- Members of groups that may be asked to take action, change their practices or reallocate resources in order to address the issue. Employers, landlords and other property owners, health and human service workers, police, and educators might fall into this category

(Source: Work Group for Community Health and Development, University of Kansas, Community Tool Box.
<http://ctb.ku.edu/en/toolkits>)

Questions for Reflection

- What existing community partnerships (individuals or organizations) do you have who might work with you to promote and foster health literacy?
- Who else might you connect with in your community to start a conversation around health literacy?

Evaluating Your Health Literacy Work

How Are We Doing?

It is important see how you are doing with your health literacy work. Evaluation does not have to be formal or scary! It is a way to monitor your progress in improving your organization's health literacy work. Evaluation can provide information on:

- The effectiveness of your activities/ strategies
- Whether your activities/ strategies are meeting the needs of your group/ organization or clients (i.e., the participants)
- What is working, what is not working and why
- Areas for improvement

Monitoring progress can be a formal evaluation or more informal to check in with those involved.

Reflect on how you are doing by asking the following questions:

- How are we doing with our action plan?
- What is working well?
- What isn't working? What are our challenges?
- How are we working with our community partners?
- Is there something we can do to make things better or improve what we are doing?
- What successes can we celebrate?
- What helped us to achieve our successes?
- What additional support do we need as we continue our work?
- Are our clients noticing any changes? How has their health literacy improved (from what you have seen or from what they have told you)?
- How has our organization changed to better support our clients' health literacy?

After answering these questions you may want to:

- Celebrate your successes
- Share your successes with others
- Share what has and has not worked with others so they can learn from what you have done
- Update your action plan

You may want to conduct a more formal program evaluation to evaluate the effectiveness of your work. In addition to assessing the effectiveness of your work, a formal evaluation helps to ensure accountability. It is often helpful to seek out a professional with program evaluation expertise if you wish to conduct a formal program evaluation.

A formal evaluation of your health literacy efforts can happen at a various levels including:

- Evaluation at the group/ organizational level (e.g., assessing changes in organizational structures and processes)
- Evaluation at the staff level (e.g., assessing changes in staff knowledge, skills, practice)
- Evaluation at the client level (e.g., assessing changes in client outcomes)
- Evaluation at the community level (e.g., assessing changes in community outcomes)

The following is a sample questionnaire that you can give to participants of your health literacy program to help evaluate how it is working. You can adapt this questionnaire so it can be used as a group activity (participants use red, yellow or green paddles to indicate how they are doing). Or you could change the scale and use symbols such as a smiley face for #5 on the scale and a face that frowns for #1 on the scale.

Sample Questionnaire - Assessing Your Progress in Supporting Health Literacy

Please help us make our program better by telling us what difference the program has made for you. Please answer the questions as honestly as you can.

Please place a check in the box that reflects your answer. Thank you!

1. Where are you now when it comes to...?	Need a lot of help!		Doing OK		Doing great!
	(1)	(2)	(3)	(4)	(5)
Finding information you need for your health?	<input type="checkbox"/>				
Understanding the information you find?	<input type="checkbox"/>				
Asking others to explain any information that is unclear?	<input type="checkbox"/>				
Making sense of information from different sources?	<input type="checkbox"/>				
Deciding which information you can trust?	<input type="checkbox"/>				
Picking out the most important information?	<input type="checkbox"/>				
Describing your health concerns to others?	<input type="checkbox"/>				
Sharing with others information that you have learned?	<input type="checkbox"/>				
Identifying things in your life which make it hard for you to act on information?	<input type="checkbox"/>				

2. Think back to before the program began. Where were you then when it comes to...?	Need a lot of help!		Doing OK		Doing great!
	(1)	(2)	(3)	(4)	(5)
Finding information you need for your health?	<input type="checkbox"/>				
Understanding the information you find?	<input type="checkbox"/>				
Asking others to explain any information that is unclear?	<input type="checkbox"/>				
Making sense of information from different sources?	<input type="checkbox"/>				
Deciding which information you can trust?	<input type="checkbox"/>				
Picking out the most important information?	<input type="checkbox"/>				
Describing your health concerns to others?	<input type="checkbox"/>				
Sharing with others information that you have learned?	<input type="checkbox"/>				
Identifying things in your life which make it hard for you to act on information?	<input type="checkbox"/>				

Resource Lists

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Health Literacy Resources and Tools

Table 1: Resources and Tools – Young Families

Title of Resource	Target Audience	Purpose	Description	Contact Information	Link to Resources and Tools	Use
Ready, Set, PARENT!	Parents taking part in a family literacy program, adult education program, or advanced ESL program.	The purpose of WebQuest is to enable a learner to gather useful parenting information, such as information on proper nutrition and on choosing age-appropriate toys, from a variety of sources.	Four different tasks are outline on this WebQuest. These tasks include: Producing a poster about proper nutrition for babies, toddlers, and pre-schoolers, completing a “Frequently Asked Questions” column about positive discipline, writing a letter or an e-mail to a parenting magazine of your choice, reviewing an educational toy and sharing with the class your views on a controversial parenting topic of your choice.	Astrid Robitaille Project Crossroads Northwestern Connecticut Community College astridrobi@yahoo.com	http://www.altn.org/webquests/downloads/	These activities could be very useful for the Family Resource Center demonstration site. Facilitators could use these exact websites and follow instructions for each of the tasks and integrate them into an already existing program.
Give me 5 a day!	Pre-schoolers and first graders	Give me 5 a day! Is a 27-paged book that focuses on the importance of eating fruits and vegetables while, at the same time, promoting reading, counting, and physical activity. The goal of the Give me 5 a day! Lesson plan is to promote nutrition education, literacy, counting, and physical activity	A lesson plan on delivering nutrition information on the importance of fruits and vegetables to children is provided in the lesson plan. Activities such as reading, discussion, and crafts are also included and following the details of each activity is a list of materials needed and web sites required to order these materials are also provided.	Mary Stickney (2005)	http://www.floridawic.org/pages/nutrition/5_a_day_book.htm	Detailed steps are provided on how to run the lesson and could be used at the Family Resource Center site by a facilitator. Because the lesson engages the parents it also allows them to learn about the importance of proper nutrition for their children and how to keep them healthy.

		with young children.				
FightBAC!	Children taking part in programs at a Family Resource Center	The website provides downloadable documents such as coloring pages, crosswords, and other activities for children that teach them the importance of food safety.	There are 105 resource tools available for free on the website and could be used by any teacher or facilitator in a classroom or family resource center setting.		http://www.fightbac.org/fightbac-downloads/kids-activities/term-summary	These activities could be downloaded and used by facilitators/teachers in the Family Resource Center demonstration site as a way to engage children as learners as well as their parents and teach them the importance of food safety in order to stay healthy while at the same time they are developing their literacy skills by completing crossword puzzles and other fun activities.
Health Education Literacy Program (HELP)	Adults with literacy challenges and Adult ESL learners.	The purpose of the HELP curriculum is to provide lessons and activities to teach adult learners about medicine safety and the poison control center.	An introduction lesson and six lessons make up the curriculum. Pre- and Post-test questions and answer keys are provided.	Lauren Schwartz, MPH Health Educator NYC Poison Control Center 455 First Avenue, Room 123 New York, NY 10016 212-447-2599	http://www.nyc.gov/html/doh/html/poison/poison2.shtml Instructors Guide: http://www.nyc.gov/html/doh/downloads/pdf/poison/instructors-guide.pdf Brochure in English: http://www.nyc.gov/html/doh/downloads/pdf/poison/help-en.pdf	Proper medication intake is an important topic for everyone but especially people who have literacy challenges. Therefore, lessons and activities included in this curriculum could possibly be beneficial to both the Nova Scotia and the Newfoundland demonstration sites.

Skilled for Health	Adults with low literacy	Skilled for Health uses health topics to engage members of the community in participating in a program that enhances participant's skills for life.	The setting of the program is determined by the needs of the learners. Skilled for Health embeds the development of literacy, language, and numeracy skills into health improvement topics and activities.	Janet Solla - Skilled for Health National Program Manager Email: skilledforhealth@continyou.org.uk		Teacher reference pack available which includes activities for students on six health topics as well as necessary resources and tools for instructor.
Learning and Parenting Skills (LAPS)	At-risk parents	LAPS is a family literacy program which focuses on providing parenting and literacy skills to at-risk parents.	The curriculum for this program is based on the needs and concerns of the parents involved. LAPS manuals are available to cater to four population groups: mainstream population groups, Aboriginal groups, ESL groups, and the Canadian Francophone community. The training to run a LAPS program requires a 2- to 3-day workshop, put on by Elaine Cairns and Laureen MacKenzie, which prepares facilitators to run the family literacy classes in their own communities.	Elaine Cairns and Laureen MacKenzie LAPS Program Authors and Directors Bow Valley College 332 - 6 Ave SE Calgary AB T2G 4S6 ecairns@bowvalleycollege.ca or lmackenzie@bowvalleycollege.ca	http://www.nald.ca/laps/Manuals.htm	The LAPS program could be useful for the South Shore Family Resource Centre as parents could choose the topics of interest, a facilitator can be trained to run the program, and all manuals and resource tools are available.
Scan of Family Literacy and Health – Final Report	Family Literacy Programs	This report contains information regarding methods of family literacy program implementation and evaluation that have been, through studies, proved successful.	Although the report contains no specific toolkit for facilitators or learners to download directly, it does provide ideas and information which would be useful for program implementers to be made aware of.	Shohet, L. (2007). Scan of Family Literacy and Health – Final Report.	http://www.nccdh.ca/supportfiles/NCCDH_ScanFamLitHealth.pdf	This report would be a useful resource for facilitators at the South Shore Family Resource Center to read in order to give ideas on what types of family literacy programs seem to be most successful and effective.

Table 2: Resources and Tools – Immigrants/Refugees

Title of Resource	Target Audience	Purpose	Description	Contact Information	Link to Resources and Tools	Use
Picture Stories	New Immigrants with English as a second language	Using the picture stories in an ESL classroom setting promotes speaking, listening, reading and writing while letting students decide on the content.	Important health topics are covered in a series of eight stories. Topics include: seeking timely medical assistance, how to make the most out of a doctor's appointment, stress management, domestic violence, depression, medication dosages, weight gain, and healthy eating.	Kate Singleton Fairfax County Virginia Public Schools	http://www.cal.org/caela/esl_resources/Health/healthindex.html	Picture stories could possibly be integrated into an English as a second language course to allow learners to discover important healthcare resources and contacts if they are having health issues.
Health Education Literacy Program (H.E.L.P) Curriculum	Immigrants enrolled in ESL classes	The purpose of this curriculum is to provide teachers or facilitators in English as a Second Language (ESL) classroom's a guide on integrating health information into the program. This curriculum enhances both the literacy and communication skills of participants by using the health and wellbeing of their children as a motivator.	The "Teach Reading and Health Together: IHA's Health Literacy Curriculum" was created to be used in conjunction with the book 'What to do when your child gets sick'. Each of the topics in the curriculum can be used in any order and is able to stand alone or be used in a sequence with other topics.		http://www.ih4health.org/default.aspx?menuitemid=232	The curriculum is available to download free online and could be a useful resource for facilitators in the Newfoundland demonstration site.

<p>REEP World</p>	<p>Adults in an ESL program</p>	<p>The purpose of this project is to deliver level appropriate, web-based activities that focus on life skill development for adult English language learners. Through the use of these web-based activities learners are also able to enhance their computer skills and learn how to further use the Internet as a tool for learning as well as participating in their own communities.</p>	<p>The lessons provided on this website were created with the intent to be used by adult English language learners with low-literacy and low-proficiency. The website covers four main topics: How to use the website, Health, Family, and Work.</p>	<p>Arlington Education and Employment Program</p>	<p>http://www.reepworld.org/englishpractice/index.htm</p>	<p>This site could possibly be integrated into an English as a Second Language class for Newcomers to Canada. It could be used to enhance their English language skills, expand their vocabulary, as well as learn about important health issues.</p>
<p>LaRue Medical Literacy Exercises</p>	<p>New Immigrants</p>	<p>The purpose of these activities is to help new immigrants develop skills necessary to staying healthy, which include: reading prescription labels, over-the-counter labels, special warning labels, and side effects.</p>	<p>Each activity is available to either use online or to download and use in a classroom setting. Following each activity are two quizzes and an answer key.</p>	<p>Charles LaRue (2005)</p>	<p>http://www.mcmedservices.com/medex/medex.htm</p>	<p>These activities could be integrated into a program for new Immigrants at the Newfoundland demonstration site. They would enhance participants English language skills as well as allow them to learn information that is critical to their health and the health of their family (i.e. reading prescription labels and side effects).</p>

<p>Eating Well, Living Well</p>	<p>Adults in ESL program</p>	<p>Lessons included in “Eating Well, Living Well” were created to be embedded into existing English as a Second Language (ESL) programs. The lessons are designed flexibly which allows teachers to adapt the lessons to meet the needs of the students. Teachers may choose to use all of the lessons or just a selection to integrate into their program.</p>	<p>“Eating Well, Living Well” consists of 24 nutrition education lessons including language, behavior and content objectives. Nutrition background information and web sites are provided for the teacher. The “Eating Well, Living Well” lesson plans include worksheets, visuals, quizzes, ‘dynamite’ demos and additional activities. The lessons are created at four different levels. These levels include: beginning low, beginning high, intermediate low, and intermediate high.</p>	<p>Project Headquarters San Diego Community College District, Continuing Education Division 4343 Ocean View Boulevard, Bungalow F San Diego, CA 92113 Phone: 619-388-4941 FAX: 619-388-4989</p>	<p>http://eatingwell.ca5aday.com/lessons.asp</p>	<p>Although the contents of the web site are available to everyone, in order to download the lessons and materials, your program/agency must be eligible. Eligibility is based on whether the program/agency provides services to food-stamp eligible adults. There is also a mandatory attendance at an “Eating Well, Living Well” training session.</p>
<p>Expecting the Best</p>	<p>High beginner/low intermediate English as a Second Language students.</p>	<p>“Expecting the Best” is a health and wellness curriculum developed for ESL students use to improve their health literacy, functional literacy, as well as to enhance their English communication skills. Lessons in the curriculum use a variety of</p>	<p>There are seven lessons on health care which teach learners skills such as: communicating in a healthcare setting, how to find and schedule services, what to expect at a health visit, understanding medical instructions, etc.</p>	<p>Sandy Diehl, deihl@med.uconn.edu</p>	<p>http://www.expectingthebest.org/home.htm</p> <p>Sample Lesson: http://www.expectingthebest.org/documents/lessons/1youarewhatyoueat-teacher-CFSD.pdf</p>	<p>A CD-ROM which includes all 14 lessons is available for \$15 by e-mailing Sandy Diehl. Lessons and activities could be integrated into an existing program at the Newfoundland demonstration site. A sample lesson is provided on the</p>

		methods including: conversation, role-playing, games and reading.	There are also seven nutrition lessons on healthy food choices, cooking, and grocery shopping.			site to be viewed at no charge to determine the curriculum's relevance.
Health Education Literacy Program (HELP)	Adults with literacy challenges and Adult ESL learners.	The purpose of the HELP curriculum is to provide lessons and activities to teach adult learners about medicine safety and the poison control center.	An introduction lesson and six lessons make up the curriculum. Pre- and Post-test questions and answer keys are provided. The guide is downloadable from the site at no cost.	Lauren Schwartz, MPH Health Educator NYC Poison Control Center 455 First Avenue, Room 123 New York, NY 10016 212-447-2599	http://www.nyc.gov/html/doh/html/poison/poison2.shtml Instructors Guide: http://www.nyc.gov/html/doh/downloads/pdf/poison/Instructors-guide.pdf Brochure in English: http://www.nyc.gov/html/doh/downloads/pdf/poison/help-en.pdf	Proper medication intake is an important topic for everyone but especially people who have literacy challenges. Therefore, lessons and activities included in this curriculum could possibly be beneficial to both the Nova Scotia and the Newfoundland demonstration sites.
Staying Healthy: An English Learner's Guide to Health Care and Healthy Living	High beginning/low intermediate level ESL learners and above.	The book is on how to take care of your health and includes six chapters all covering different health topics. Topics in the book include: health care, your doctor, medicines, nutrition, chronic disease, and staying healthy.	. The book includes easy-to-read charts and tables, practice dialogs, and "how to learn more" sections. The teacher's guide includes ideas for activities, lessons, and ways to facilitate learning. The suggested activities employ different elements of learning skills including: pronunciation, grammar, math, hands-on learning, and comprehension	<i>Sabrina Kurtz-Rossi, Martha A. Lane, Julie McKinney and Jordana Frost (2010)</i>	http://www.floridaliteracy.org/literacy_resources_teacher_tutor_health_literacy.html Learner's Guide: http://www.floridaliteracy.org/FLCHLP/files/SE%20Files/CompleteSEBook.pdf Teacher's Guide: http://www.floridaliteracy.org/FLCHLP/files/TE%20Files/CompleteTEBook.pdf	Because the lessons are developed for learners in an ESL classroom setting, the curriculum or individual lessons and activities could be integrated into an existing English language program. The downloadable guide may be of use to the Newfoundland demonstration site.

			and technology. Activities are easily adaptable, allowing teachers to manipulate the lessons to suit the needs of the learners.			
Teaching Health Literacy to Adult English Language Learners	Instructors of ESL classes	“Teaching Health Literacy to Adult English Language Learners” is a web-based training tool used to provide Adult English for Speakers of Other Languages (ESOL) teachers with information, strategies, and resources for teaching health information to learners.	Six topics are covered in the training. Topics include: Access to health services, Preventive health and nutrition, The basics – health vocabulary; making appointments, visiting the doctor and describing symptoms, Preparing learners for talking with the doctor about medication and understanding medicine labels, “Strategies that work” – learner-centered approaches and communicative strategies for teaching health literacy, “From the web to the classroom” – special sections in each module provides photocopyable lesson plans and activities for classroom use.		http://www.floridatechnet.org/in-service/esol2/home.html	All necessary lesson plans and activities are available on the web site. This provides instructors with all necessary tools and resources to run effective classes on enhancing health literacy skills. This training could potentially be of use in the Newfoundland site as part of the train-the-trainer approach.
Eating Well with Canada’s	New immigrants speaking	The purpose of this resource is to provide	Canada’s Food Guide is available in 10		http://www.hc-sc.gc.ca/fn-an/food-guide-	May be a useful resource for the

Food Guide	different languages	facilitators with Canada's Food Guide in languages other than English and French which may be useful to implement into programs for new immigrants to introduce them to Canada's Food Guide.	languages other than English and French. These include: Chinese, Farsi, Korean, Punjabi, Russian, Spanish, Tagalog, Tamil, and Urdu. My Food Guide, which is an interactive Web-based tool used to individualize the information provided in the food guide based on a persons' age, sex, activity level, and food preferences. The My Food Guide tool is also available in all twelve languages.		aliment/order-commander/guide-trans-trad-eng.php	Newfoundland site to integrate material the importance of proper nutrition as well as enhancing English language skills through the use of two food guides – one in participants' first language, the other in English.
Literacy and Parenting Skills (LAPS)	At-risk parents	LAPS is a family literacy program which focuses on providing parenting and literacy skills to at-risk parents.	The curriculum for this program is based on the needs and concerns of the parents involved. LAPS manuals are available to cater to four population groups: mainstream population groups, Aboriginal groups, ESL groups, and the Canadian Francophone community. The training to run a LAPS program requires a 2- to 3-day workshop, put on by Elaine Cairns and	Elaine Cairns and Laureen MacKenzie LAPS Program Authors and Directors Bow Valley College 332 - 6 Ave SE Calgary AB T2G 4S6 ecairns@bowvalleycollege.ca or lmackenzie@bowvalleycollege.ca	http://www.nal.ca/laps	The LAPS program could be useful for the Newfoundland site, focusing on new immigrant families and parents needing information on how to keep their children healthy in Canada. Because the manuals are available to target ESL groups, the program could be implemented into an already existing ESL program at this

			Laureen MacKenzie, which prepares facilitators to run the family literacy classes in their own communities.			site.
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Table 3: Resources and Tools – Retirees/Older Persons

Title of Resource	Target Audience	Purpose	Description	Contact Information	Link to Resources and Tools	Use
Library Computer Training	Seniors	Computer training lessons teaching older adults how to access reliable, up-to-date health information on their own using two websites: NIHseniorhealth.gov and Medlineplus.gov .	An introductory video, lesson plans, training kit, and useful tips are available to download and use directly from the website.	Xie, B., & Bugg, J. M. (2009). Public library computer training for older adults to access high-quality internet health information. <i>Library & Information Science Research</i> , 31(3), 155-162.	http://nihseniorhealth.gov/toolkit/toolkit.html	Downloadable tools and resources could be useful at the Manitoba site for use in a computer training program.
Skilled for Health	Adults with low literacy	Skilled for Health uses health topics to engage members of the community in participating in a program that enhances participant's skills for life.	The setting of the program is determined by the needs of the learners. Skilled for Health embeds the development of literacy, language, and numeracy skills into health improvement topics and activities.	Janet Solla - Skilled for Health National Program Manager Email: skilledforhealth@continyou.org.uk		Teacher reference pack available which includes activities for students on six health topics as well as necessary resources and tools for instructor.
Seniors' Secretariat: A Health Literacy Manual for Older Adults	Seniors	A Health Literacy Manual for Older Adults is used in community-based literacy programs to develop health literacy skills and self confidence of older adults.	The manual includes eight lessons covering various health topics and includes readings and activities.	Celeste Sulliman sullimcc@gov.ns.ca	http://www.nal.ca/library/learning/hlmoa/02.htm Manual: http://www.nal.ca/library/learning/hlmoa/hlmoa.pdf	Manual contains detailed information on literacy activities, such as crossword puzzles, to health activities, such as developing a daily menu using Canada's Food Guide and completing a sample menu

						plan from the Dietitians of Canada website. Useful resource for Manitoba site.
Taking Care of Myself: A Guide for When I Leave the Hospital	Seniors / Practitioners	The guide provides easy-to-read information for patients to monitor their medication schedules, important phone numbers, and upcoming medical appointments.	The guide confirms that patients understand medical instructions on how they will take care of themselves once they return home.	<i>Taking Care of Myself: A Guide for When I Leave the Hospital.</i> AHRQ Publication No. 10-0059, April 2010. Agency for Healthcare Research and Quality, Rockville, MD.	http://www.ahrq.gov/qual/goinghomeguide.htm Guide: http://www.ahrq.gov/qual/goinghomeguide.pdf	Guide could potentially be useful for Manitoba site.

Table 4: General Resources – All Populations

Title of Resource	Target Audience	Purpose	Description	Contact Information	Link to Resources and Tools	Use
Searcher in Charge Health Information	Adults who go online for health information	A series of seven short videos available on youtube.com that can be used by anyone looking to develop and practice their skills for searching for credible, recent, and reliable health information online.	Each video focuses on different aspects of a credible health information search. Information on how to conduct a proper internet search using search engines Google and Bing is demonstrated and tips are also provided on how to analyze websites based on their title, address and content.	<i>Searcher In Charge Health Information</i> , produced by Lark Birdsong, Director, Information Literacy Initiative of the University of Washington Information School, lark@larkbirdsong.com	http://www.youtube.com/results?search_query=searcher+in+charge&aq=f	Videos could be useful to any of the three sites. Being able to use the Internet to find credible, recent, reliable health information is a useful tool for any of the three groups.
Canadian Council on Learning Interactive Maps		The Health Literacy Interactive Maps demonstrate the health literacy levels of different areas in Canada.			http://www.ccl-cca.ca/cclflash/healthliteracy/	Maps can be used to demonstrate why the 'Learning for Health' project is essential to each area.
Liquid Medicines: Taking the Right Dose	General	This activity aims to teach people how to correctly measure a teaspoon (5 ml).	A hands-on demonstration in which a variety of spoons are collected and dosing cups, medical syringes, and medicine spoons are also used to demonstrate different volumes that may be viewed as a proper teaspoon. The volumes ranged from 4.5-10 ml and the	Linda Matula Schwartz (2000)	http://www.healthliteracy.worlded.org/doses/index.htm	This activity could be used in either of the three demonstration sites. Improper dosing is a common error that could be easily avoided once people learn how easy it is to "eyeball" a teaspoon (5 ml) incorrectly.

			correct volume for each spoon is recorded on the back. Participants are asked to choose the spoon that they believe to hold 5 ml.			
The Newest Vital Sign	General	The newest vital sign is a health literacy screening tool that identifies individuals at risk for low health literacy. The Newest Vital Sign uses health information to assess and estimate the overall general literacy and numeracy skills of individuals.	The newest vital sign uses an ice cream nutrition facts label and a series of six questions regarding how the individual would act on and interpret the information provided on the label. The questions are asked orally and responses are recorded and health literacy level is estimated by number of correct answers.		<p>Nutrition Label: http://www.pfizerhealthliteracy.com/pdf/FH_vitalsigns_040605.pdf</p> <p>Scoring Sheet: http://www.pfizerhealthliteracy.com/pdf/FH_vitals_quest8x10_040605.pdf</p>	The newest vital sign nutrition label and scoring sheet are available to download directly off the web site.