Instructor Guide

Health Literacy

What Health Care Providers Need to Know

Materials for this program were derived in large part from the Health Literacy Program published by the American Medical Association and the AMA Foundation. The author of the program is Barry D. Weiss, M.D.

Dawn Baker, MSW
Director, Medica Learning Center

Medica Provider College

Module I
Walking in Their Shoes

Version 2.0
I would gratefully like to acknowledge the work of Medica employees in the development of this training program. In particular, I would like to thank Dawn Baker, M.S.W., Director, Medica Learning Center, for her countless hours of research and the development of this training program. In addition, I would like to give special recognition to Sue Metoxen, Director, Compliance and Product Administration, Medica State Public Programs, for project management of the development of the kit and her work on the instructor guides. Also of note is the significant support provided by Georgette Gray, including the cover design, and Megan Severson, who arranged for sponsorship of the project by the Medica Provider College. In addition, I would like to acknowledge the team of Medica employees who assisted in reviewing materials and the rollout of the program. These employees include: Sheri Alme, Kathleen Butterfield-Miles, Hugh Curtier, Sandy Lien, Dean Mason, Shereese McIntosh, Michelle Murdock, Lilian Vang.

Charles Fazio, M.D.,
Chief Medical Officer
Medica
Frequently Asked Questions

I only need to train a group of five to ten employees. Will the training program work for a small group?

The training program will work with any size group. For a small group, arrange for a meeting with one conference table that fits the size of your group. You may want to skip the PowerPoint slides—all the material you need is in the participant guide. At several points in the training program you are instructed to break the class into small groups. If you have two to five participants, then you could work as one group for the exercises. If you have six to ten participants, then it may work better to split up the group into two or three groups for the exercises.

What positions in my organization should I invite to the training program?

The training program is valuable to any employee who has contact with patients. At the present time, the Medica Provider College does not have authorization to grant physician CME's for this program. The program can be used for nursing CEU’s. See the instructions in the ready to copy materials.

I have an existing program, but I want to add some of your material into my program. May I use just segments of this training program? If so, how do I recognize Medica’s contribution to my training program?

This program is designed for you to be able to use only the segments you need. If you choose to make changes of significance to our slides or participant guides we do ask that you label your sources with appropriate references. We have included information on our sources in our training program, and we ask that you honor these sources by including them in your training program.

I like your training program just as it is, but it may be a problem for me to do a training program with the Medica name on it. May we take Medica’s name and logos off of the slides and participant guides?

Because you received this kit from Medica, Medica and the Provider College should receive credit for this training program. Many hours of research and development went into the creation of this program. However, if you have a special circumstance, contact Medica and we will consider your request to remove our name and or logo from the program.
May I copy the materials in the kit for my presentation?

You may make copies of the following materials in the kit:
- Participant guides
- Certificates
- CEU Information
- Instructor guides
- Electronic Files

Our clinic system has several sites. May I have a kit for each clinic site?

In 2005, Medica will only be distributing 20 kits. Depending on demand in 2005, we may not have enough kits to give one to every clinic that would like one. If the project is well received, we will make more kits in 2006. You may copy most of the materials in the kit (see the question preceding this one). Also, Medica will send you additional copies of the instructor guides.

Will Medica come to our site and do training for us?

We will try to accommodate requests for a trainer to come to your site if you are able to gather a large group. Medica training staff is limited and we may not be able to accommodate all requests. Contact Sue Metoxen at 952-992-3552 for more information.

I only have limited time to do training. How should I choose from the materials in your kit?

Review all of the materials and choose those that are most pertinent to your organization. Consider conducting a mini survey of the potential participants to determine what their training needs are.

Here are some ideas for your survey:

Do you have patients with limited English skills? If so, what are their primary languages?

Do you have patients that do not comply with your medication regimen?

What is the average education level of your patients?

Do you feel comfortable working with an interpreter?
General Training Tips

If training is not a regular part of your job, read following training secrets from Medica’s professional trainers.

1. The first three minutes of training are the most critical in your entire training session. During that time, participants are deciding whether they like you and if you are worth listening to. Grab them early, and they will stick by you even if something goes wrong later; lose them, and, at best, you’re playing catch up the rest of the class. Make a good first impression by having the room set up, greeting people as they enter, and starting on time. Even if something goes awry (and Murphy’s law is usually in full effect in any training room!) don’t begin with an apology. Instead, launch the training program with enthusiasm and energy.

2. Adults have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities and previous education. They need to connect learning to this knowledge and experience base. To help them do so, you should draw out participants’ experience and knowledge that is relevant to the topic. For example, rather than lecturing content, ask participants to read and react to the information. “What do you think?” “What one statistic really surprises you?” “What part of this is no surprise to you?” “Have you ever experienced anything like this?” This technique, sometimes called the “teach-back”, helps lectures become lively discussion and invites adults to learn from everyone present as well as feel important about contributing their own expertise.

3. Trainees HATE to be read to. Whenever you’re covering content on a page, paraphrase what is there. Don’t read it out loud word-for-word.

4. Plan frequent breaks in your training, even if they are 2-minute stretch breaks. During a lecture or presentation, a short break every 45 – 60 minutes is sufficient. In a more interactive training environment, breaks can be spaced 60 – 90 minutes apart.

5. If you’re using AV equipment, such as a slide projector, have a back-up plan in case the equipment fails. Photocopy and distribute the slides.

6. Use stories and examples to enliven the material. Think of your own personal experiences and embellish them. Just be sure not to use stories or examples that might embarrass those present (including yourself!)

7. Tips for answering questions:
   - When answering a question you can respond in one of several ways:
- Answer it immediately
- Defer until later
- Put it on the parking lot, research it, and get back to participants with the answers
- Redirect the question back to the participants

- Be sure to listen for the feelings and emotions behind the question.
- Paraphrase the question to make sure you understand what is being asked.
- Try to answer the question completely and accurately; verify that you did so.
- Try not to show that you feel the question is inappropriate, stupid, or a waste of time.

8. Dealing with difficult participants:
- An audience member disagrees with factual information you share or with the point you are making. Rather than debate the point with the individual while the class watches, either take the discussion “offline” (“Let’s figure this out during break”) or promise that you will research the matter and get the answer back to the entire class. If the individual is disagreeing with an opinion you are sharing, ask the person to describe the personal experiences that have shaped his or her thinking on the matter. Open the matter to the rest of the group “What do others think?” Be open to the likely scenario of having many opinions in the room and to the possibility that you will learn as much from your participants as they will from you!

- An audience member is disruptive to the rest of the group. Rather than calling the person down in front of everyone, call for a break, then, privately address the individual. Describe the impact their behavior is having on you and/or the group and ask for a specific change. “When you whisper to your neighbor as I am lecturing, I find it very distracting. Could you refrain from whispering or talking while I am talking?”

- Audience members are silent and have little to nothing to contribute. You throw out an open-ended question and no one responds. The silence is getting deafening. In this situation, you may have a group who isn’t particularly motivated to be there, or the room could be filled with more reflective, introverted individuals. In this case, try a different approach. For example, pair participants up and have them answer the questions with each other, record their responses and report back to the larger group.
# Health Literacy: What health care providers need to know – Instructor Overview

## Planning

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<tr>
<td></td>
<td>Read through the entire presentation and take time to do each exercise by yourself. Think of examples from your personal experience to customize your training.</td>
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<td>Make arrangements for video and slide show equipment</td>
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<td>Make overheads, if necessary.</td>
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<td>Schedule a location and invite participants</td>
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<td>Review materials and resources at the end of the guide</td>
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<td>Copy participant guides</td>
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<td>Prepare a sign-in sheet</td>
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## Immediately Before

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<tr>
<td></td>
<td>If possible, arrange tables to allow 6-8 participants per table</td>
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<tr>
<td></td>
<td>Set up overhead viewer or computer for PowerPoint slides</td>
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<td>Distribute Handout: Participant Guide</td>
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<td>Test Video Equipment and queue video</td>
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<td>Bring a sign in sheet and ask participants to sign as they arrive</td>
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<td>Optional: Play music as participants arrive</td>
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Instructor: Fill in the Start Time and End Time for each section below

<table>
<thead>
<tr>
<th>Item</th>
<th>Minutes</th>
<th>Start Time</th>
<th>End Time</th>
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<tbody>
<tr>
<td>Introduction and Icebreaker</td>
<td>10</td>
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<tr>
<td>Understanding the Impact of Low Health Literacy and</td>
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<tr>
<td>Video</td>
<td>20</td>
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<tr>
<td>Reaction to video</td>
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<tr>
<td>Exercise: What is it like to have low literacy</td>
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<tr>
<td>Exercise: Translating Medical Terms into Plain Language</td>
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<tr>
<td>Skills for Communicating with Low-Literacy Patients</td>
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<tr>
<td>Questions, Next Steps, Wrap-up</td>
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<tr>
<td>Total:</td>
<td>90</td>
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How to use this instructor guide:

This instructor guide is arranged so that you can easily follow the slides, speaker’s notes, and the participant guide. The left page shows you what slide you should show, and what you should say. The right page is what the participant sees in the participant guide.

The training starts on the next page
Show this slide as participants enter the room. Ask the participants to sign in.

When everyone is seated, introduce yourself and the topic.

Thank the participants for coming.

Ask the audience to partner with you for this training. Tell the audience that while you are the facilitator, you want to learn together and from each other.
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Participant Guide

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