



DELAWARE HEALTH AND SOCIAL SERVICES

Division of Public Health

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CHIEF, BUREAU OF HEALTH EQUITY

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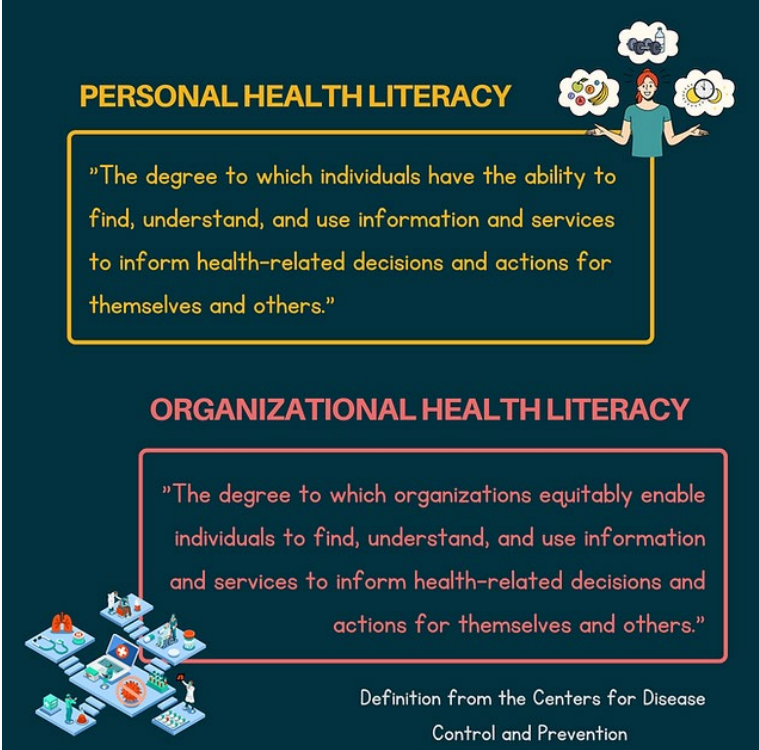
CO-CHAIR, HEALTH LITERACY COUNCIL OF DELAWARE

HEALTH LITERACY



TODAY'S OBJECTIVES

1. Understand the two parts of health literacy and how they come together to define it
2. Understand why being health literate is important
3. Equip learners with the skills, knowledge, and confidence to find and understand health information *and* take action to create more health-literate materials



The infographic is set against a dark teal background. At the top right, a woman with red hair in a blue shirt stands with her arms outstretched. Above her are three thought bubbles: one with a brain and gears, one with a lightbulb, and one with a clock. Below her, the text for 'PERSONAL HEALTH LITERACY' is enclosed in a yellow-bordered box. At the bottom left, there is a cluster of small, colorful icons representing various health-related concepts like a microscope, a person, a heart, and a computer. To the right of these icons, the text for 'ORGANIZATIONAL HEALTH LITERACY' is enclosed in a red-bordered box. At the bottom right, the source of the definitions is cited.

PERSONAL HEALTH LITERACY

"The degree to which individuals have the ability to find, understand, and use information and services to inform health-related decisions and actions for themselves and others."

ORGANIZATIONAL HEALTH LITERACY

"The degree to which organizations equitably enable individuals to find, understand, and use information and services to inform health-related decisions and actions for themselves and others."

Definition from the Centers for Disease Control and Prevention

<https://www.litworks.org/post/lessons-from-health-literacy>

WHAT IS HEALTH LITERACY?

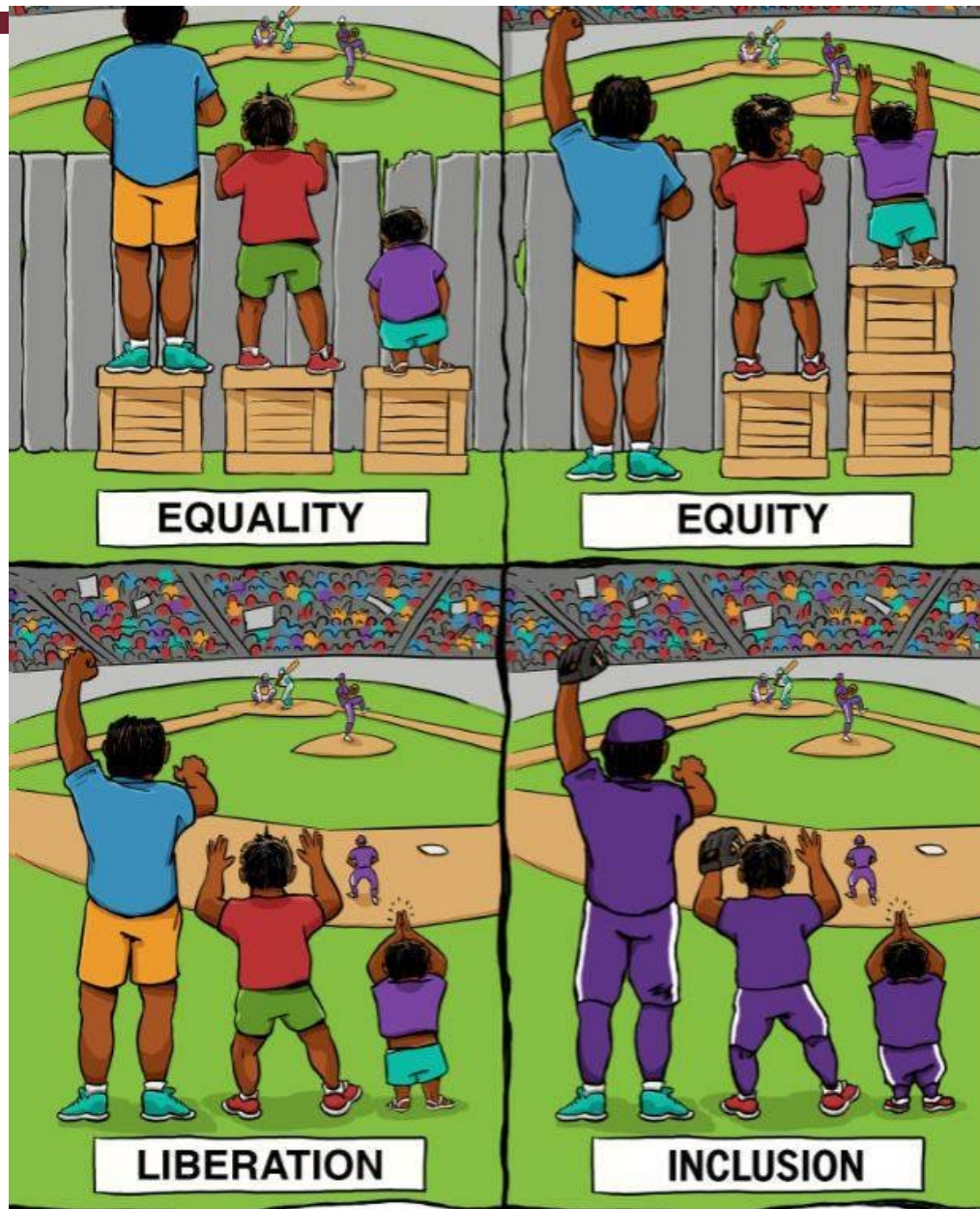
- Health Literacy has two definitions.
- It impacts your personal health, safety, and well-being and affects you, your family, and your community.
- It's not about your ability to read well.
- **Organizational** – how much organizations **equitably enable** individuals to find, understand, and use health information to make decisions and choose actions for themselves and others.
- **Personal** – how much individuals **can** find, understand, and use health information to make decisions and choose actions for themselves and others.

What is health literacy? | A Lesson in Public Health



CUNY
SPH

<https://www.youtube.com/watch?v=B67TIFvz8hM>



Vital Conditions of Health and Well-Being



<https://rippel.org/vital-conditions/>

Social Determinants of Health



Social Determinants of Health
Copyright-free

Healthy People 2030

<https://health.gov/healthypeople/priority-areas/social-determinants-health>

KEY COMPONENTS OF HEALTH LITERACY

1. Understanding health information (knowledge)
2. Making informed decisions (using accessible and reliable health information)
3. Healthcare systems (navigation and partnership)



patients with low **HEALTH LITERACY...**



Are more
likely to visit an
**EMERGENCY
ROOM**



Have more
**HOSPITAL
STAYS**



Are less
likely to follow
**TREATMENT
PLANS**



Have higher
**MORTALITY
RATES**

www.cdc.gov/phpr



<https://communityserv.com/news/news-full-article/health-literacy-month-october-2022>
<https://health.gov/news/202010/october-health-literacy-month>

LESS OBVIOUS IMPACTS



LET'S DISCUSS SOME EXAMPLES

OF HEALTH LITERACY



IN COMMON PLACES LIKE HOSPITALS



<https://www.behance.net/gallery/134880569/Emergency-COVID-Signage>

OR IN A PROVIDER OFFICE



← → ↺ 🏠 🔍 <https://myhealthcommunity.dhss.delaware.gov/locations/state/topics>

 Delaware.gov 🏢 Agencies


MY HEALTHY COMMUNITY
 Delaware Environmental Public Health Tracking Network

Community Profile Reports

The effects of climate change are already notable in Delaware, and more impacts are expected in the future. In this dashboard, we highlight different risk factors that can make areas more vulnerable to climate change and its effects.

PRACTICAL APPLICATION

PLAIN LANGUAGE



Diabetes Self-Care Instructions:

1. Glycemic Monitoring Protocol: Utilize a calibrated glucose meter to conduct preprandial and postprandial capillary blood glucose measurements. Adhere to the specified frequency and timing, ensuring accuracy by considering potential confounding variables such as ambient temperature and meter calibration.

2. Pharmacokinetics and Pharmacodynamics Management: Administer oral hypoglycemic agents or exogenous insulin based on your therapeutic regimen, considering pharmacokinetic parameters like peak plasma concentrations and duration of action. Monitor for adverse drug reactions and interactions, and consult with your endocrinologist for dosage adjustments based on HbA1c levels and pharmacodynamic response.

3. Dietary Glycemic Load Optimization: Implement a macronutrient-balanced diet with a focus on glycemic load (GL) and glycemic index (GI) principles. Prioritize foods with low GI values and high dietary fiber to mitigate postprandial hyperglycemia. Avoid foods with high glycemic load to manage insulin sensitivity and prevent glucose excursions.

4. Exercise Prescription: Follow an exercise regimen consisting of aerobic activities with a moderate-to-vigorous intensity (e.g., 150 minutes of moderate-intensity exercise weekly, incorporating resistance training). This approach is designed to enhance insulin sensitivity through improved GLUT4 translocation and reduce systemic inflammation.

5. Comprehensive Self-Monitoring Documentation: Maintain a detailed and systematic log encompassing blood glucose measurements, dietary intake, physical activity, and pharmacotherapy. Utilize this data for analytical evaluation of glycemic trends and discuss it with your healthcare provider to optimize your diabetes management plan based on advanced data metrics and statistical modeling.

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Diabetes Self-Care Instructions:

1. Monitor Glycemic Levels: Perform blood glucose monitoring using your glucometer according to the frequency recommended by your healthcare provider. Ensure you adhere to the pre-meal and postprandial testing guidelines to assess glycemic control.

2. Adhere to Pharmacologic Therapy: Administer prescribed hypoglycemic agents or insulin as directed. Be vigilant about dosing schedules, and consult with your endocrinologist or pharmacist if there's any ambiguity about administration protocols or potential interactions.

3. Implement Nutritional Management: Engage in carbohydrate counting and portion control. Incorporate a diverse range of macronutrients, with emphasis on high-fiber foods and low-glycemic index items to optimize blood glucose levels. Avoid foods with high added sugars and excessive saturated fats.

4. Incorporate Physical Activity: Target a minimum of 150 minutes of moderate-intensity aerobic exercise per week, such as brisk walking or cycling, combined with resistance training twice a week. Regular exercise enhances insulin sensitivity and contributes to overall glycemic control.

5. Maintain a Detailed Log: Systematically record your blood glucose readings, dietary intake, and exercise regimen. This log will facilitate comprehensive evaluations during your follow-up appointments and assist in making necessary therapeutic adjustments.

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Diabetes Self-Care Instructions:

- 1. Check Your Blood Sugar:** Use your meter to check your blood sugar levels daily, or as your doctor told you. Follow the steps in the meter's instructions.
- 2. Take Your Medications:** Take your diabetes medicine or insulin as prescribed by your doctor. If you have any questions about how to take them, ask your doctor or pharmacist.
- 3. Eat Healthy Foods:** Try to eat a balanced diet with fruits, vegetables, whole grains, and lean proteins. Limit sugary snacks and drinks. Plan your meals and snacks to keep your blood sugar steady.
- 4. Exercise Regularly:** Aim for at least 30 minutes of physical activity most days. This could be walking, biking, or any activity you enjoy.
- 5. Keep Track of Everything:** Write down your blood sugar levels, what you eat, and how much you exercise. This will help you and your doctor see patterns and make adjustments if needed.

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100%

This text should be readable for 100% of your addressable audience, which equates to approximately 85% of the general public.

Readability Issues

😊	Sentences > 30 Syllables	0 0%
😞	Sentences > 20 Syllables	2 13%
😊	Words > 4 Syllables	0 0%
😊	Words > 12 Letters	0 0%

FAVES



GRADE

A

ISSUES

4

REACH

100%

WORDS

139

Readability Grade Levels

😊	Flesch-Kincaid Grade Level	5.3
😊	Gunning Fog Index	6.6

Readability Scores

😊	Flesch Reading Ease	72.6	★
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Text Statistics

Writing Style Issues

😊	Passive Voice Count	0 0%	☆
😊	Adverb Count	1 1%	★
😊	Cliché Count	0 0%	★
😊	Profanity Count	0 0%	☆
😊	Lazy Words Count	1 1%	☆

RELIeABILITY



QUESTIONS TO ASK ABOUT THE SOURCE

**What is the purpose of this info
and how is it paid for?**

How old is it?

**Do I have to give personal
information to access it?**

Am I being offered something?

**If I feel unsure, I should talk to
your trusted healthcare provider
or a trusted expert in that field.**

**Who wrote it? Who reviewed it? Is
the reviewer an expert or have
credentials I can check?**



RELIABLE HEALTH WEBSITES



RELIABLE HEALTH JOURNALS



THE AMERICAN JOURNAL *of* MEDICINE.

Official Journal of the Alliance for Academic Internal Medicine



The NEW ENGLAND
JOURNAL *of* MEDICINE



Delaware Journal of
Public Health

A publication of the Delaware Academy of Medicine / Delaware Public Health Association

RED FLAGS



Medical misinformation exists and can pose a serious threat to personal and public health.

Use the skills discussed to verify the information.

If you're not sure, don't share.

And discuss your questions with your health care providers.

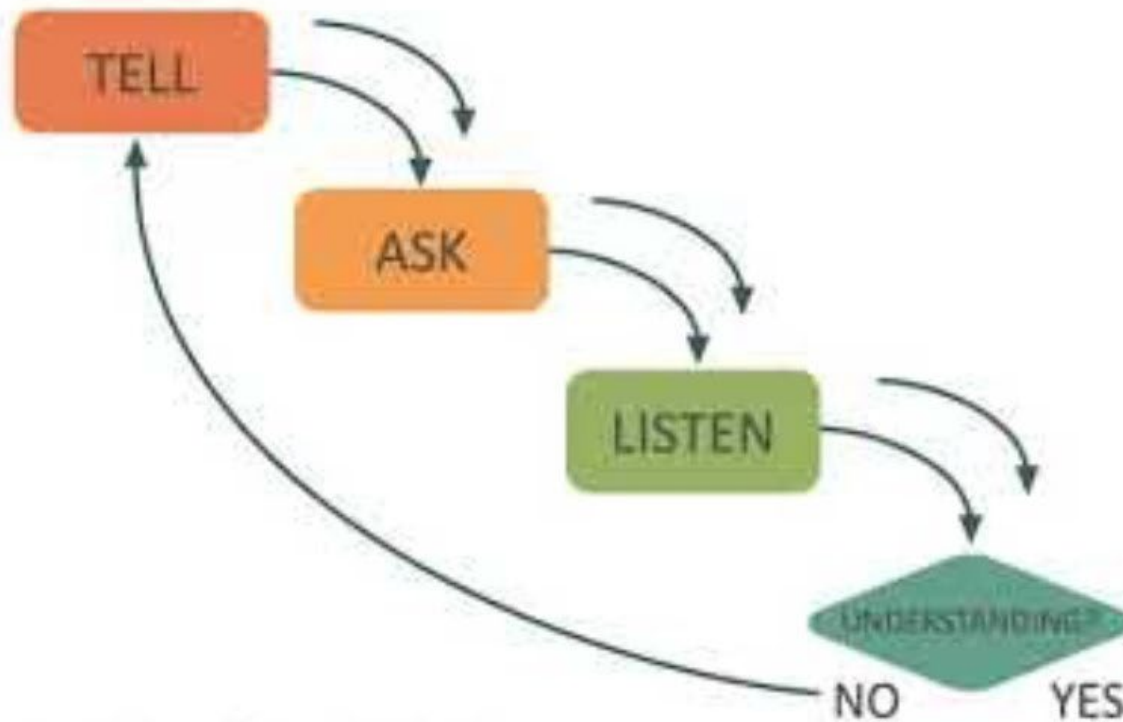


BEST PRACTICE

TEACH BACKS



Teach-Back



Based on the work of Darren DeWalt, MD

10 Elements for Using Teach-back Effectively



Set-up

- **Identify** key “need-to-know” concepts and “need-to-do” tasks for teach-back.
- **Include** family members/caregivers or other support persons when present and appropriate.

Teach-back

- **Be respectful** and address cultural and communication needs.
- **Use plain language.**
- **Use words** that show you are taking responsibility for being clear.
- **Ask the person**, in a caring way, to explain back (or show back), using their own words. Do this after each “need-to-know” concept or “need-to-do” task (Chunk and Check).
- **If the person is not able** to teach back accurately, explain in a different way and re-check.
- **Use non-shaming open-ended questions.**

Support

- **Use reader-friendly plain language materials** to support learning, sharing, and finding information.
- **Document use of and the person’s response** to teach-back.

I NEED A VOLUNTEER!



Teach-back
Role Play

Doctor: Hi, Alex. I'd like to go over your diabetes management plan with you. Monitoring your blood sugar at home means keeping your blood glucose meter with you, even when you leave home. You'll check your blood sugar just like we do here in the office, using your own meter before meals with clean hands. Prick the side of your fingertip with the lancet, the needle, in your test kit. Put your test strip to the blood drop. Wait just a moment to get your results.

I want to make sure I explained everything clearly. Can you tell me how you will monitor your blood sugar at home?

Patient: Sure. I'll use my blood glucose meter to check my levels.

Doctor: Great. Will you explain in your own words the steps you'll take to use the meter?

Patient: Um, first, I think I'll wash my hands, then use the meter to prick my finger and get a drop of blood. I'll put the blood on the test strip, and the meter will show my blood sugar level.

Doctor: Excellent. Let's talk about exercise. Try to get 30 minutes of physical activity that gets your heart pumping fast five days a week. That could be walking, biking, playing soccer, or anything you enjoy. It will help keep your blood sugar in check. So, what's your plan for exercise?



Patient: I just need to take my meds and monitor my sugar to keep my levels. Exercise is good, but I don't *have* to do it.

Doctor: I don't think I did a good job explaining that. Exercise is an important part of keeping you healthy. Doing activities you enjoy most days of the week that make you breathe fast will help keep your blood sugar in check. Exercise will work together with a healthy diet to boost your overall health. What exercise changes will help keep you healthy?

Patient: Okay. I'll try to aim for about 30 minutes of exercise most days, like five if I can. I don't mind walking, and I like basketball. I'll try to make it part of my daily routine.

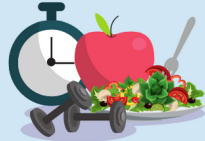
Doctor: That's what we want to improve your health. So, finally, you should keep a log or journal. Write down your blood sugar levels, what you eat, and how much you exercise. This will help us see how things are going and make changes if needed. If I explained it clearly, will you tell me how will you keep track of everything?

Patient: I'll write down my blood sugar readings, what I eat, and how much I exercise in a notebook.

Doctor: You got it. By keeping track, you and I can look at your progress together. I'll add our conversation to your chart. What are you unsure about that we went over?

Patient: Nothing. I think I've got it all. Thanks for going over this with me.

People need good health literacy skills to:



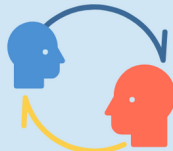
Manage health conditions such as diabetes



Follow medication instructions



Understand test results



Communicate health symptoms to health professionals



Understand appointment letters or hospital signage



Participate in health discussions and decision making about their health

LET'S REVIEW

Health Literacy is important for individuals, families, and community health.





<https://www.youtube.com/watch?v=3e5lXMcedDc>

Q&A



SOURCES

- What is the meaning of health literacy? A systematic review and qualitative synthesis | Family Medicine and Community Health (bmj.com)
- <https://www.cdc.gov/ccindex/everydaywords/index.html>
- Understanding Health Literacy | Health Literacy | CDC
- <https://healthliteracyde.org/>
- How To Find Reliable Health Information Online | National Institute on Aging (nih.gov)
- Overcoming the Barrier of Health Literacy (mibluesperspectives.com)
- <https://myhealthycommunity.dhss.delaware.gov/home>
- Health Literacy | National Institutes of Health (NIH)
- <https://stacks.cdc.gov/view/cdc/11500/>
- <https://teachbacktraining.org/>

Some photos used in this presentation were AI-generated using Canva.com and DeepAI.org.

HEALTH LITERACY IS KEY!

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