



## CPAT “Health Literacy Program” Resources Guide

### **Center for Health Care Strategies, Inc.**

This series of nine fact sheets (*listed below*) was created for those who are designing patient education materials for consumers with low health literacy skills. The sheets define health literacy, describe its impact on health outcomes, provide strategies to prepare appropriate educational materials to assist low-literate consumers, and provide resources for additional health literacy information and publications.

[http://www.chcs.org/publications3960/publications\\_show.htm?doc\\_id=291711](http://www.chcs.org/publications3960/publications_show.htm?doc_id=291711)

Download Fact Sheets by [clicking here](#).

### **California Health Literacy Initiative**

The goal of the California Health Literacy Initiative is to inform and partner with individuals and organizations to craft collective, lasting solutions which will positively impact the health and well-being of individuals with low-literacy skills, their families, and their communities. Provides tools for better understanding for patients and providers.

<http://cahealthliteracy.org/>

### **Beyond the Brochure: Alternative Approaches to Effective Health Communication**

This booklet is designed to help educators identify means of providing education to limited literacy audiences that do not rely upon printed words. It includes information on adapting, developing, and testing materials.

<http://www.cdc.gov/cancer/nbccedp/bccpdfs/amcbeyon.pdf>

### **National Institute for Literacy: Health & Literacy Special Collection**

The Health & Literacy Special Collection is for teachers, students, health educators, or anyone interested in health education for people with limited literacy skills.

<http://www.worlded.org/us/health/lincs/>

For quick facts on health literacy rates, [click here](#).

### **Institute for Healthcare Advancement: What To Do Health Series**

The Institute for Healthcare Advancement, under a grant from the State of Louisiana, has developed a comprehensive, multi-level curriculum. This curriculum, available for free, is a complete resource for teaching basic reading skills using the four-book series, What To Do For Health. These books were written to provide basic, necessary health care information in an easy-to-read, easy-to-use format.

[http://www.iha4health.org/books\\_healthseries.html](http://www.iha4health.org/books_healthseries.html)

### **National Institute for Literacy**

The National Institute for Literacy develops tools and guidance to strengthen the teaching and learning of reading in adult education and literacy programs

<http://www.nifl.gov>

### **[National Institute for Literacy: Health & Literacy Special Collection](#)**

The Health & Literacy Special Collection is for teachers, students, health educators, or anyone interested in health education for people with limited literacy skills.

For quick facts on health literacy rates, [click here](#).

### **National Center for Family Literacy**

NCFL's services include professional development for practitioners who work in children's education, adult education, English as a Second Language, and related literacy fields; model program development through our many ground-breaking initiatives; and policy and advocacy support to sustain and expand literacy services for families. NCFL relies on the generous partnerships of many individuals, corporations and foundations to accomplish our mission.

<http://www.famlit.org>

### **Plain Language – Improving Communication from the Federal Government to the Public**

Plain language is communication your audience can understand the first time they read or hear it. Language that is plain to one set of readers may not be plain to others. Written material is in plain language if your audience can find what they need, understand what they find, and use what they find to meet their needs. This resource focuses on providing health information from the federal government in plain language.

[http://www.plainlanguage.gov/populartopics/health\\_literacy/index.cfm](http://www.plainlanguage.gov/populartopics/health_literacy/index.cfm)

### **Pfizer Health Literacy Initiative**

Most adults, regardless of education level, want health care information that is easy to read.<sup>1</sup> Because health information is scientific, it can be hard to understand all of the brochures about diseases and treatments, medical forms, and even spoken instructions from doctors, nurses, or pharmacists. One way that organizations can impact health literacy is to create easy-to-read materials. The Pfizer Principles for Clear Health Communication, developed in partnership by leading health literacy experts Leonard and Cecilia Doak and Pfizer, provide guidelines for creating health information that is accessible to a broad consumer audience.

<http://www.pfizerhealthliteracy.com>

### **Reach Out and Read**

Reach Out and Read (ROR) is a national non-profit organization that promotes early literacy by giving new books to children and advice to parents about the importance of reading aloud in pediatric exam rooms across the nation.

<http://www.reachoutandread.org>

### **Harvard School of Medicine Health Literacy Studies**

Provides a searchable web based bibliography for resources, publications, and scholarly articles on health literacy. The Department focuses on communication and literacy skills to explore the pathways from education to health outcomes, to determine literacy-related barriers to a variety of health services and care, and to identify skills needed to access care, manage chronic diseases, and participate in disease prevention activities. Their work is based in community, public health, health care, and adult education settings and their goal is to help reduce health disparities.

<http://www.hsph.harvard.edu/healthliteracy/literature.html>

### **Partnership for Clear Communication**

The Partnership for Clear Health Communication (PCHC) is a national, non-profit coalition of organizations working to build awareness and advance solutions to improve health literacy and positively impact health outcomes.

<http://www.p4chc.org/>

### **Ask Me 3**

A quick, effective tool designed to improve health communication between patients and providers. Through patient and provider education materials developed by leading health literacy experts, Ask Me 3 promotes three simple but essential questions that patients should ask their providers in every health care interaction and that providers should always encourage their patients to understand the answers.

### **U.S. Department of Health and Human Services**

Provides tools and strategies to improve health literacy rates in addition to background information the larger impact of health literacy problems.

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

### **National Institutes for Health**

Outlines Healthy People 2010 initiative and goals involving health literacy achievements.

### **The Health Resources and Services Administration**

HRSA is the nation's access agency – improving health and saving lives by making sure the right services are available in the right places at the right time. HRSA is the primary Federal agency for improving access to health care services for people who are uninsured, isolated or medically vulnerable. HRSA provides resources for providers and their patients to overcome health literacy obstacles.

<http://www.hrsa.gov/healthliteracy/>

### **Medical Library Association**

Provides everyday definitions of words commonly used by medical providers.

[http://www.mlanet.org/resources/medspeak/medspeaka\\_d.html](http://www.mlanet.org/resources/medspeak/medspeaka_d.html)

### **The Institute for Healthcare Advancement**

Provides a summary of key findings during the Fifth Annual Health Literacy Conference held on May 4th and 5th, 2006.

<http://iha4health.org/index.cfm/MenuItemID/123/MenuSubID/119.htm>

### ***The following list of publications provides extensive information on the topic of Health Literacy.***

*“You: The Smart Patient: An Insider’s Handbook For Getting The Best Treatment,”* Roisen, Michael, MD

<http://www.jcrinc.com/generic.asp?durki=11727>

*Understanding Health Literacy*, Schwartzberg, VanGeest, Wang, eds., AMA, 2005

To purchase: <https://catalog.ama->

[assn.org/Catalog/product/product\\_detail.jsp?productId=prod240170?checkXwho=done](http://assn.org/Catalog/product/product_detail.jsp?productId=prod240170?checkXwho=done)

*Health Literacy: A Manual for Clinicians*, Weiss, ed., AMA, 2003

*Improving Communication – Improving Care*, Allhoff, et al, eds., AMA, 2006

*State Official’s Guide to Health Literacy*, Matthews and Sewell, The Council of State Governments, 2002

<http://csg-web.csg.org/pubs/Documents/SOG02HealthLiteracy.PDF>

*Health Literacy: A Prescription to End Confusion*, Nielsen-Bohlman, Panzer and Kindig, eds., Institute of Medicine of the National Academies of Science, 2004.

<http://www.iom.edu/CMS/3775/3827/19723.aspx>

*Doctors Talking With Patients; Patients Talking With Doctors*, Roter and Hall, Auburn House, 1993

“Speaking Plainly: Communicating the Patient’s Role in Health Care Safety,” US Agency for Healthcare Research and Quality (AHRQ), 2005

<http://www.ahrq.gov/downloads/pub/advances/vol4/Miranda.pdf>

“Eradicating Low Health Literacy,” The Partnership for Clear Health Communication (Pfizer), March 2003

[http://www.askme3.org/pdfs/white\\_paper.pdf](http://www.askme3.org/pdfs/white_paper.pdf)

***The following articles are among those most frequently cited in the field of Health Literacy.***

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Baker et al, “Health literacy and the risk of hospital admission,” J Gen Intern Med Dec. 13 1998

Baker et al, “Relationship of Patient Reading Ability to Self-Reported Health,” Am J of Public Health, 1997, 87

Berkman et al, “Literacy and Health Outcomes,” AHRQ (Pub. No. 04-E007-1), 2004

Braddock, Edwards, Hasenberg, “Informed Decision Making in Outpatient Practice,” JAMA, Dec 22/29, 1999

Davis et al, “The Role of Inadequate Health Literacy Skills in Colorectal Cancer Screening,” Cancer Investigation, 2001

Doak et al, “Improving Comprehension for Patients with Low Literacy Skills,” Ca Cancer J CLin, 1998:48

Friedland, “Understanding Health Literacy: New Estimates of Inadequate Health Literacy,” National Academy on an Aging Society, 1998

Gazmararian, Williams, Peel, Baker, “Health literacy and knowledge of chronic disease,” Patient Educ Couns Nov 5 2003

Hohn, “Empowerment Health Education in Adult Literacy,” System for Adult Basic Education at Northern Essex Community College, Lawrence, MA, 1998

Howard, Gazmarian, Park, “Impact of Low Health Literacy on Medical Costs of Medicare Managed Care Enrollees,” American Journal of Medicine, April, 2005

Kalichman, Ramachandran, Catz, “Adherence to Combination Antiretroviral Therapies in Patients of Low Health Literacy,” J of General Internal Medicine, May 1999

Paasche-Orlow et al, “Prevalence of Limited Health Literacy,” JGIM, Feb. 2005

Schillinger, "Association of Health Literacy with Diabetes Outcomes," JAMA, 2002, v288

Weiss et al, "Health Status of Illiterate Adults," American Board of Family Practitioners, 1992

Williams, Baker, Honig, "Inadequate Literacy Is a Barrier to Asthma Knowledge and Self-Care," Chest, 1998, v114

Williams et al, "Relationship of functional health literacy to patients' knowledge of their chronic disease," Arch Intern Med Jan 26 1998

Williams et al, "Role of Health Literacy in Patient-Physician Communication," Family Medicine, 2002:34