



SCHOOL OF PUBLIC HEALTH

**HERSCHEL S. HOROWITZ CENTER
FOR HEALTH LITERACY**

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*Addressing Health Literacy in Curricula, Part I:
Teaching Undergraduate and Graduate
Health Literacy Courses*

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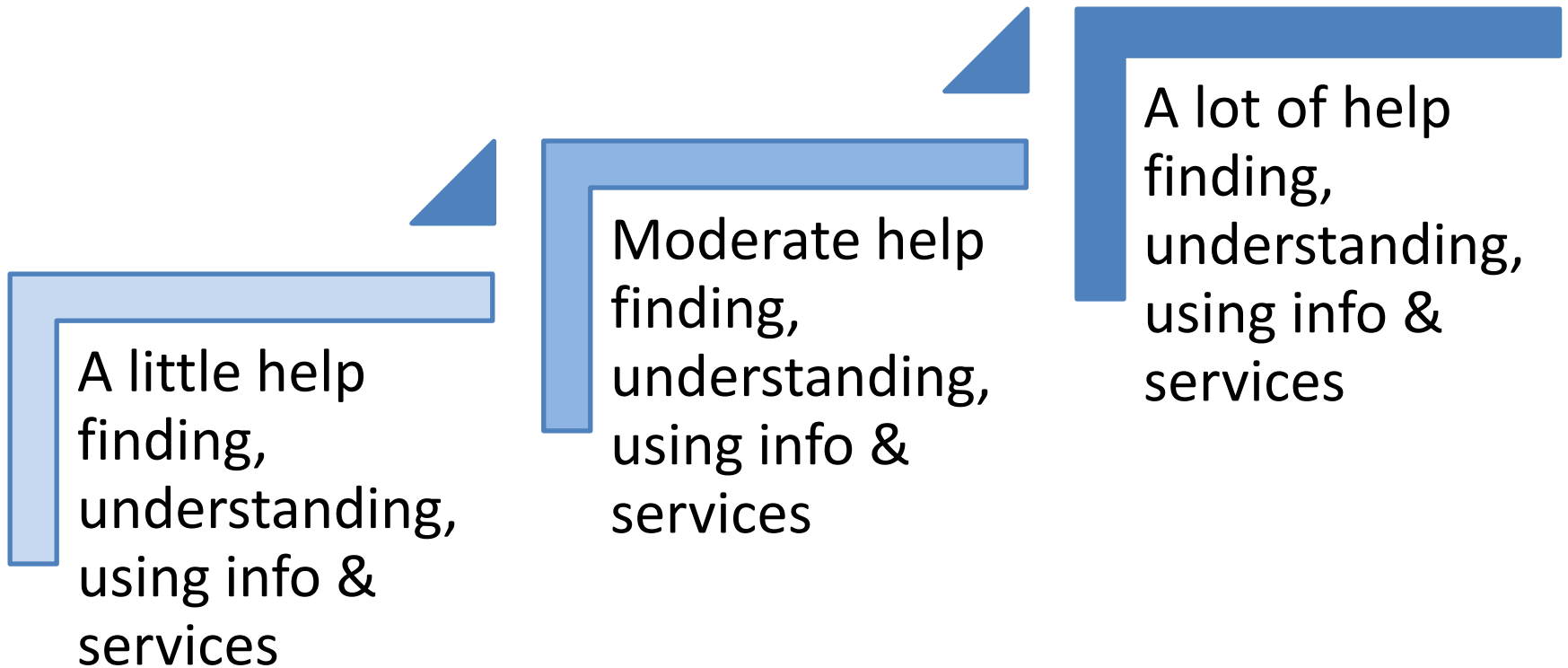
Communication, Health Literacy & Equity



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Equity Dimensions of Health Literacy: Professional Responsibilities



Health Literacy - Defined

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.**

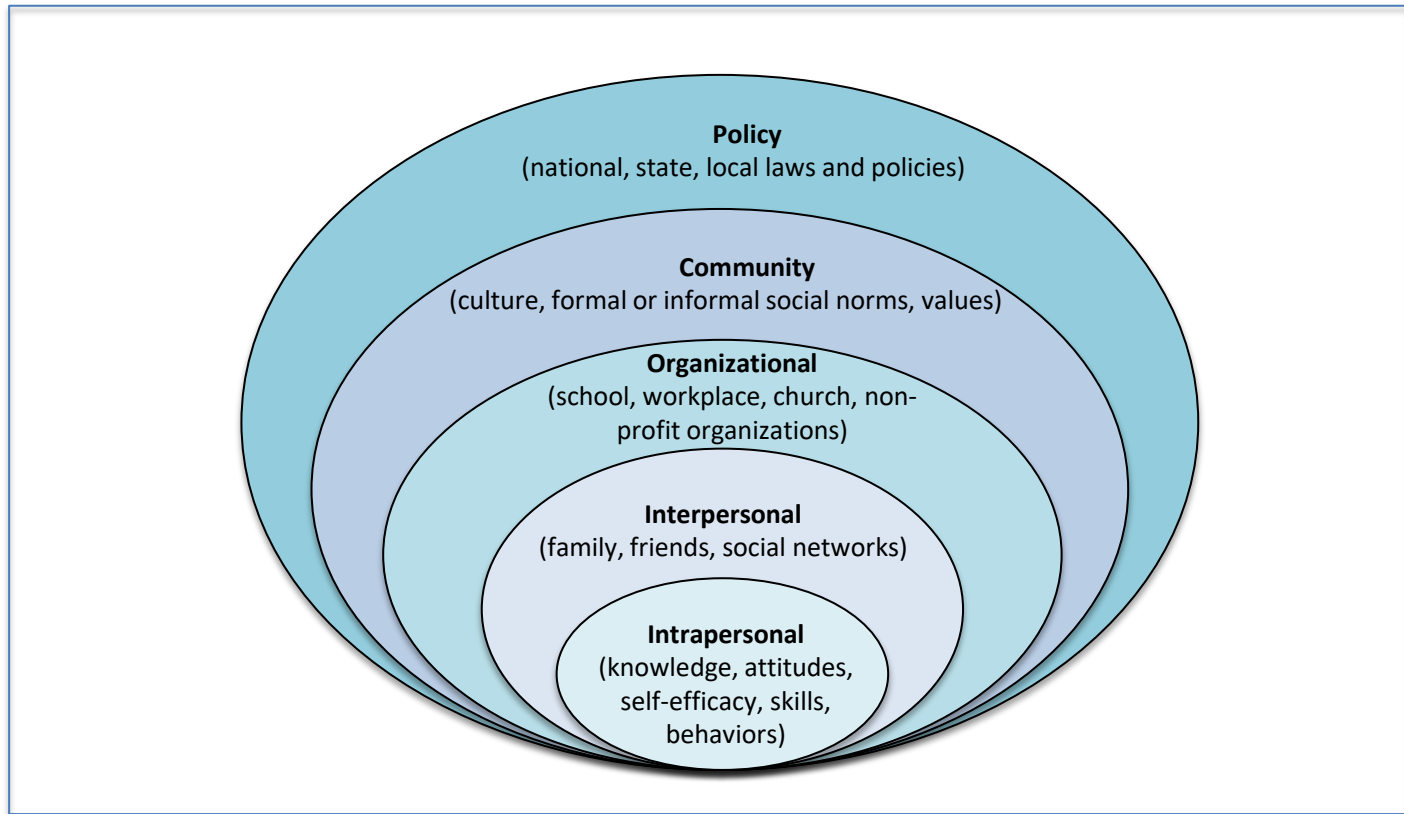
Organizational Health Literacy

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.**

Source: Healthy People 2030



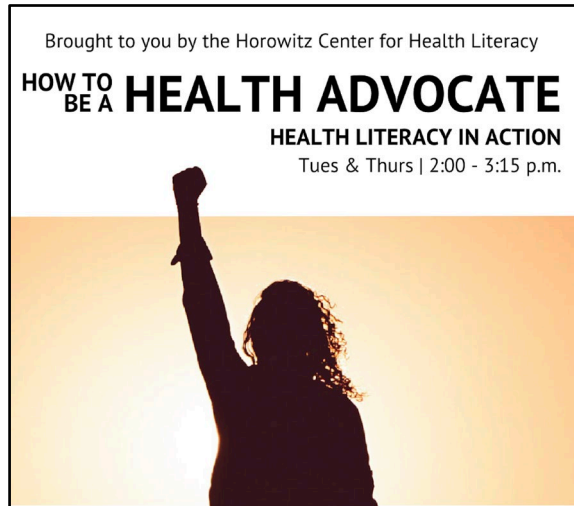
A Socio-ecological Approach to Health Literacy



The Social-Ecological Model Source: Adapted from McLeroy, Kenneth R., Daniel Bibeau, Allan Steckler, and Karen Glanz. 1988. "An Ecological Perspective on Health Promotion Programs." *Health Education Quarterly* 15(4): 351-377.



Undergraduate Course

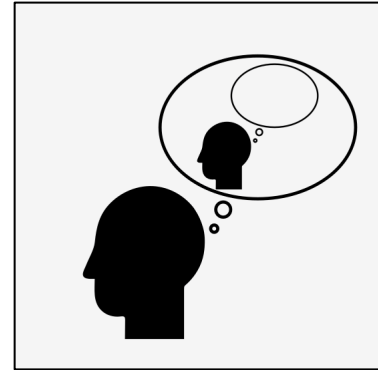


Learning Activities

- Team Project
- Podcast
- Health materials assessments
- Review health literacy articles
- Weekly reflections



Podcast Assignment



Student Reflections

“I am shy and it is hard for me to talk to people. I gained more confidence being able to interview someone.” Spring 2021

“I learned to listen deeply. Listening to others is an extremely important skill in public health, it allows for people to feel heard by those that are trying to help them.” Fall 2021

“The most important skill I learned was how to conduct an effective interview how to prepare for the interview, ask open-ended questions that spark the conversation, listen, and guide the conversation.” Spring 2022



Helen Osborne's Podcasts



<https://www.healthliteracyoutloud.com/>



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Graduate Course

- Health literacy for practice Master of Public Health & PhD students
 - Health literacy for practice & research



Graduate Course

- MPH: practice
 - Program design, implementation & evaluation
 - Content design & dissemination
 - Useful for internships & capstone projects
- PhD: research
 - Health topics, populations, settings, programs, outcomes
 - Models & methods
 - Content & messages
 - Useful for class projects, independent studies, dissertations



Example: Health Information



COVID-19 vaccines keep employees and customers safe

Vaccines provide you with immunity against the COVID-19 virus to help keep everyone safe and slow the spread of COVID-19

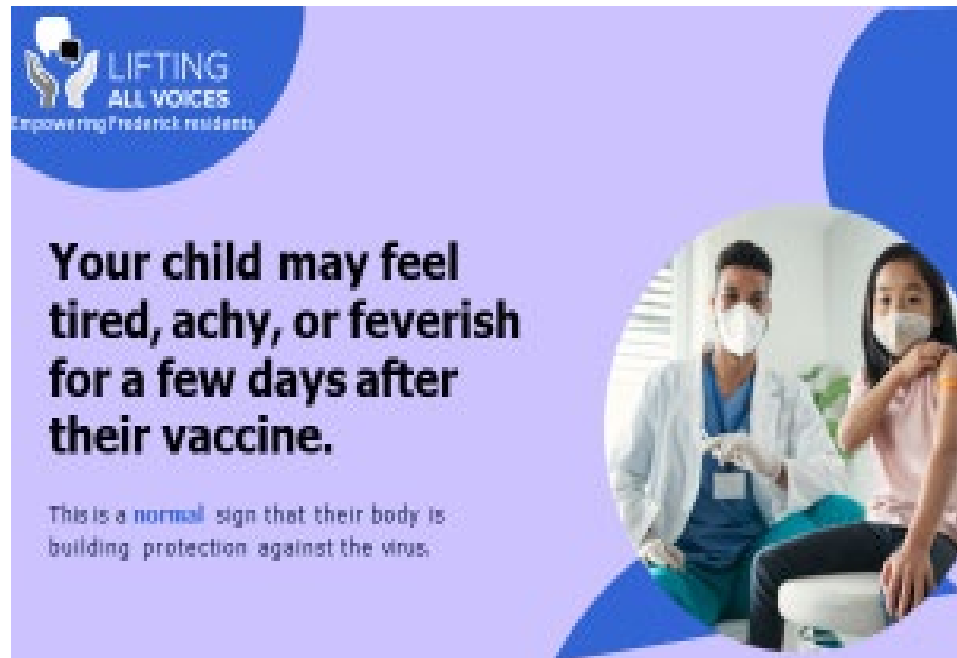
Get vaccinated with a free and safe COVID-19 vaccine in downtown Frederick



Wednesdays, 2-4PM
Visit the Evangelical Reformed United Church of Christ (ERUCC) on 15 W Church St for a vaccine



Thursdays, 12-1PM
Visit the "Vax in the Box" mobile vaccine clinic (corner of Patrick and Market Streets) for a vaccine



Your child may feel tired, achy, or feverish for a few days after their vaccine.

This is a normal sign that their body is building protection against the virus.



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Example: Dissertation Topics



Activity: Assess a Material

- Try it with CDC vaping material
- Audience
- Health literacy issues
- Communication objective
- Main message



Develop and assess **public communication** materials.

Clear
Communication
Index

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Summary

- Students can learn about information & technology equity
- Many real world activities for practice & research
- Integrated or stand alone both work





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