Incorporating Health Literacy Concepts in Medical Education

- The session video: https://youtu.be/--_t3HWmRWc
  - My apologies that I did not repeat audience questions and comments into the mic, so could not capture them all in the video/audio; also, please let me know if you need a transcript of this video for accessibility purposes.
- I've attached a handout on health literacy resources.
  - This is from a workshop I did with clinic leaders and so was intended for a group of people who were going to dive heavily into doing health literacy work. I'm certain there more info here than you need and encourage you *not* to try to review every suggested resource – bolded items in each section are what I considered the best starting points for learning about and working in each area.
- Regarding a scoring rubric for student exercises:
  - There are several tools and guides out there for assessing the health literacy of complete documents/websites, and instruments for assessing patients' health literacy, but nothing much on scoring student exercises. So there don't seem to be ready-made perfect options, but here are a couple of ideas:
    - The CDC has a score sheet for "short form and oral communication materials." While the entire score sheet is likely too involved for brief classroom exercises, I think a modified version would work well. In fact, the directions say part A applies to all materials but parts B, C, and D may not. You could just use part A, or add the other parts as needed. For a topic involving numbers and risk, for example, parts C and D would be useful. Because this is a federal resource, you could freely use and adapt it for your own needs; a briefer document retaining just the checklist pieces might be more usable for your purposes. https://www.cdc.gov/ccindex/pdf/modified-index-scoresheet.pdf
    - Alternately and perhaps more simply, relevant items from this PEMAT list at https://www.ahrq.gov/professionals/prevention-chronic-care/improve/self-mgmt/pemat/index.html could be selected for scoring the specific exercise, with a yes/no and 1/0 point scoring. For example, if the student exercise does not involve a design element but only the wording element and no numbers, I might use the items from Content, Word Choice & Style, and possibly Actionability sections.
  - I'd be happy to help work with you on modifying one of these for your specific classroom needs.

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