

Health Literacy Toolkit

Ruth Carlyle,

Head of Library & Knowledge Services and Technology
Enhanced Learning, Midlands and East
Health Education England

@RuthCarlyle

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Why develop a toolkit?

- Embedding health literacy into professional development
- Core tools for ongoing use
- National partnership development for local adaptation



Public Health
England

How was it developed?



- Drawing on learning from East Midlands
- Drawing on knowledge from within partner organisations
- Identification of existing high-quality resources with a good evidence base
- Workshop discussions

Accessing the toolkit

<https://www.hee.nhs.uk/our-work/health-literacy>

[or search for “HEE health literacy toolkit”]

Business case

- Rationale for business case
- Project definition (purpose)
- Strategic drivers
- Project objectives
- Project deliverables
- Scope
- Governance
- Risk Assessment

Health literacy toolkit

Template for developing a business case for a health literacy project

Why create a business case for health literacy?

If you have an idea for a health literacy project or intervention, it is likely that you will need to make the business case for your idea, to gain commitment for support and / or resources for delivery.

A business case enables others to understand the scope of the work needed, as well as the financial and human resources required; and the risks and benefits involved.

This template sets out the rationale for undertaking health literacy work, and has been pre-populated with a number of generic headings, along with some suggested narrative for some sections. The template can be amended and customised as necessary to reflect local needs and priorities.

The template Business Case could be utilised by staff in a number of different settings, including but not limited to Acute Trusts; Primary Care; Social Care; Sustainability and Transformation Partnerships; Accountable Care Systems; Local Authorities.

Project Name:			
Date:		Release:	
Project Manager:			
Senior Responsible Owner:	The SRO main responsibilities are to be personally accountable for the outcome of the project, provide direction and leadership for the delivery and implementation and manage the interface with key stakeholders.		

Workshop tools

- Sample session plan
- Slide set
- Exercises

Introduction

This slide deck, together with the [Health Literacy Awareness Workshop session plan](#), is an example of a training resource that was developed and delivered by the Community Health and Learning Foundation - the delivery partner for the East Midlands Health Literacy Demonstrator site.

It is included in the Toolkit as an example of a training session that could be adapted and delivered elsewhere by other suitably qualified and experienced individuals.

Workshop programme

Time	
9:30	Welcome, introductions and setting the scene
9:45	Impacts of health literacy
10:30	The policy context
10:45	BREAK
11:00	Activity 1 – Simplifying information
11:30	Tips for making it easy
11:45	Activity 2 – Using teach back
12:05	Resources available
12:15	What will you do now?
12:25	Close

Case studies

Range experiences from East Midlands demonstrator site

Ivy*

Ivy is an 84 year old widow and has multiple conditions, including Type 2 Diabetes. She struggled to cook interesting and varied meals for herself, and found the meal ideas provided as part of the [Skilled for Health](#) course very helpful. Ivy also found the information about medicines management very helpful, especially in helping her to identify the risks to Diabetes patients of taking some readily available, over the counter medications.

Ivy passed on her new found healthy eating knowledge to her son, who had also been diagnosed with Type 2 Diabetes.

Ivy provided the following comments, as part of her end of course evaluation:

"I love trying out the recipes ideas that you gave us on the course, like the homemade baked beans. It gets boring cooking for yourself!"

“How to” Guide

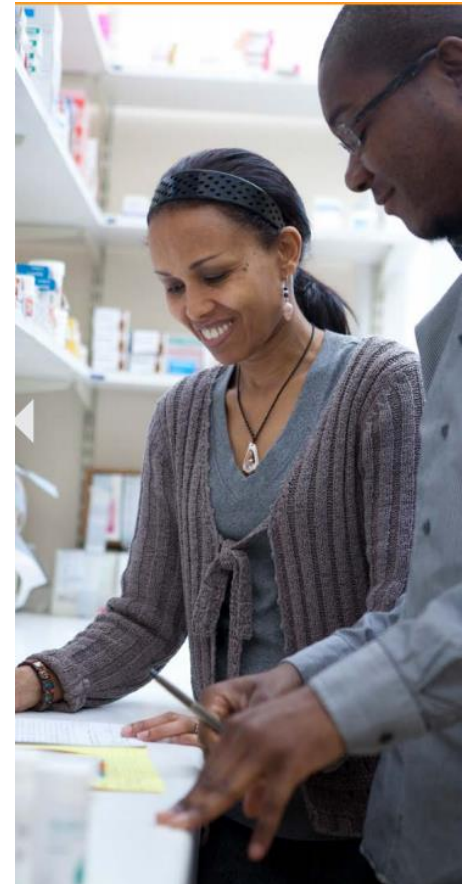
- Definitions
- General communication
- Verbal communication
- Written communication:
 - Style
 - Design
 - Print
 - Pictures, photographs and symbols



Contents	Introduction and context	General communication	Verbal communication	Written info: style	Written info: design	Written info: print	Written info: pictures								
<p>Contents</p> <p>Introduction and context Introduction and context What is health literacy? Guidance and tools</p> <p>1. General communication with people Tool 1: Levels of literacy and numeracy related to age and understanding in a health setting</p> <p>2. Verbal communication with people Tool 2: Tips for using “teach back” Tool 3: “Chunk and check” Tool 4: How to routinely offer help Tool 5: Quick and easy ways to get feedback about spoken language</p> <p>3. Written information: style Tool 6: How to write in plain English Tool 7: The A-Z of alternative words Tool 8: A brief guide to easy read: top tips Tool 9: Readability tools Tool 10: SMOG test and SMOG calculator Tool 11: Drive defence Tool 12: A brief overview of user testing</p> <p>4. Written information: design Tool 13: Information design principles Tool 14: Guide to design and layout Tool 15: Tips for clear websites</p> <p>5. Written information: print</p> <p>6. Written information: pictures, photographs and symbols Tool 16: Visualising health project Tool 17: Fact boxes Tool 18: Checklist for easy-to-read print materials</p>															

Using “How to” Guide

- Evidence on health literacy
- Links to resources
- Links to tools
- Guidance on when tools are applicable
- Tips on how to make the best use of tools and resources



Example: verbal communication

Using 'teach back'



I would like to check that I have explained things properly, would you mind telling me what it is we have discussed and what we have agreed you will do?



Can you tell me how you are going to explain things to your family when you get home tonight?



I want to make sure you have understood, can you tell me what I've asked you to do?



Have you understood everything we have discussed?

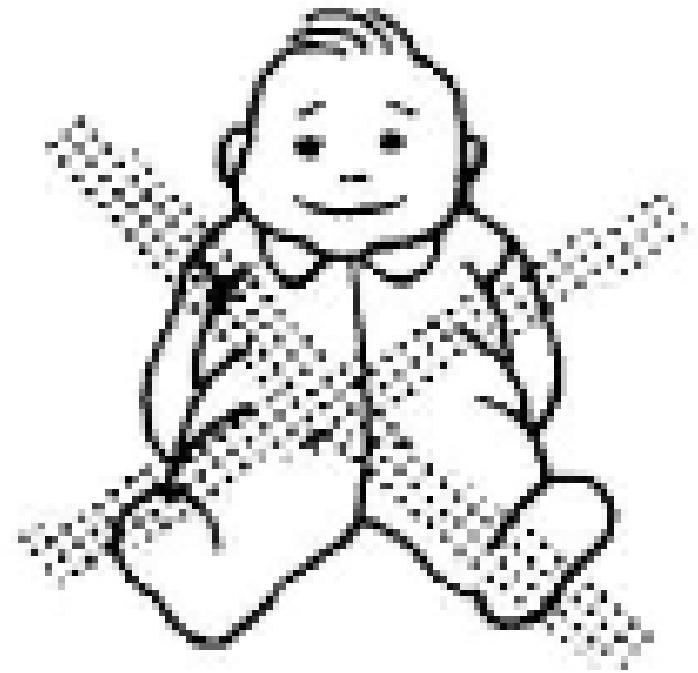
Example: written communication

- Keep sentences short, using lists where appropriate
- Use active verbs
- Avoid writing in the third person
- Use words that are appropriate for the reader



Example: use of images

- Pictures should support the meaning of the words
- Pictures must be easy to understand
- Pictures can be drawings, photographs or other images
- Make pictures as big as possible



Reminder: Accessing the resources

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Thank you

Ruth.Carlyle@hee.nhs.uk

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