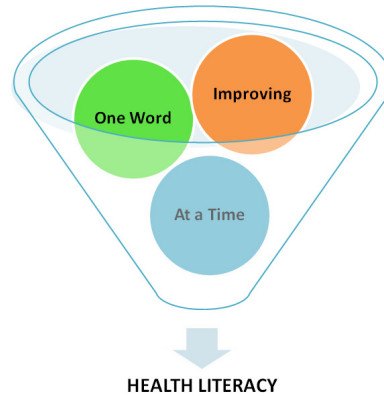


WV Geriatric Education Center  
Robert C. Byrd HSC@WVU  
Charleston Div.  
3110 MacCorkle Avenue  
Charleston, WV 25304



*Learn how to improve  
health One Word  
at a time...*



*Join Other Health  
Professionals*

*Interdisciplinary Faculty  
Health Literacy  
Training Program*

*Thursday, Oct. 29th (begins 12:00Noon)*

*- Sat., Oct. 31st, 2009 (ends 2:15PM)*

*Charleston Marriott  
Town Center, Charleston, WV*

*Jointly Sponsored By:  
CAMC Health Education and  
Research Institute &  
West Virginia Geriatric  
Education Center*

## Continuing Education Information

### DISCLOSURE:

It is the policy of the CAMC Health Education and Research Institute that any faculty (speaker) who makes a presentation at a program designated for AMA Physician's Recognition Award (PRA) Category I or II must disclose any financial interest or other relationship; (i.e. grants, research support, consultant, honoraria) that faculty member has with the manufacturer (s) of any commercial product(s) that may be disclosed in the educational presentation. Program Planning Committee Members must also disclose any financial interest or relationship with commercial industry that may influence their participation in this conference. All faculty and planning committee members have disclosed that no relationships exist.

### ACCREDITATION STATEMENT:

This activity has been planned and implemented in accordance with the essentials and standards of the Accreditation Council for Continuing Medical Education through the joint sponsorship of CAMC Health Education and Research Institute and the WV Geriatric Education Center. The CAMC Health Education and Research Institute is accredited by the ACCME to provide continuing medical education for physicians.

**Physicians** - The CAMC Health Education and Research Institute's CME program is accredited by the Accreditation Council for Continuing Medical Education to sponsor continuing medical education for physicians. The CAMC Health Education and Research Institute designates this educational activity for a maximum of 19.5 AMA PRA Category 1 Credit(s)<sup>TM</sup>. Physicians should only claim credit commensurate with the extent of their participation in the activity.

**Osteopathic** - The West Virginia School of Osteopathic Medicine is accredited by the American Osteopathic Association to sponsor continuing medical education for physicians. This program has been approved for 19.5 hours of category 2-A credits pending approval by the AOA CME.

**Pharmacy** - CAMC Health Education and Research Institute is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education. This program has been approved for 19.5 contact hours under program approval 0554-9999-09-061-L04-P. Statements of credit will be awarded on-site at the conclusion of the 3 day program and program evaluation. Partial credit will not be awarded.



**Nursing**- The CAMC Health Education and Research Institute is an approved provider of continuing nursing education by the West Virginia Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation. The program has been approved for 20.00 contact hours (Program number PO15-11-09002).

**Social Workers** - The CAMC Health Education and Research Institute is an approved provider of continuing education by the West Virginia Board of Social Work Examiners. The program has been approved for 19.5 contact hours of social work credit. Approval number #490045.

**Dietitians** - This program has been approved for 19.5 CPE hours by the Commission on Dietetic Registration, the credentialing agency for the American Dietetic Association.

**Dentistry** - An application has been submitted for approval to the WV Board of Dental Examiners.

To register and receive additional information, please contact Mary Annie at (304) 347-1295 or email the information below to:

[mannie@hsc.wvu.edu](mailto:mannie@hsc.wvu.edu)

- 1.) Name
- 2.) Address
- 3.) City, State, Zip
- 4.) Organization
- 5.) Phone; Fax; Email.
- 6.) Discipline.

**Deadline: October 9th, 2009**

All attendees will receive training materials.

Attendees more than one hour from site will have overnight accommodations, and meals provided at the Marriott Town Center, Charleston, WV

\* If you need special accommodations or assistance, please let us know.

NOTE: Attendees requesting CEU credits must pay a \$5 processing fee to the CAMC Health Education and Research Institute. This will be collected on-site at the training event.

# Introduction



It is estimated that only 7% of older adults in the U. S. possess levels of health literacy adequate to manage their own self-care needs or to advocate for those needs with their health care providers and the health care system. Formal models for training for health care professions faculty, and health care professionals to adequately identify and assess health literacy levels of patients are a critical piece for improving health outcomes of older adults. Health literacy is a major problem in WV, therefore the West Virginia Geriatric Education Center has committed to developing faculty from a wide variety of health professions, to improve their knowledge of health literacy assessment models and their ability to teach "health literacy" to their learners.

**Target Audience:** physicians, dentists, nurses, pharmacists, social workers, and other interested health care professionals may attend.

### Presenter Information:

**Mark A. Newbrough, MD**  
Director, WV Geriatric Education Center

**Charlotte Nath, RN, EdD, CDE, Professor**  
Family Medicine, WVU School of Medicine

**Nancy Daugherty, Program Coordinator**  
West Virginia Geriatric Education Center

**Mary Emmett, PhD, Director**  
CAMC Center for Health Services and Outcomes Research

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# Agenda:

## Thursday, October 29th, 2009

- Noon - 12:15 PM Limited HL: Pre-assessment of Incidence (C. Nath, EdD & N. Daugherty)
- 12:15 - 1:00 PM LUNCH
- 1:00 - 2:00 PM Literacy and Learning Concepts (C. Nath EdD. & N. Daugherty)
- 2:00 - 3:15 PM Set the Stage ( N. Daugherty); Limited HL in Practice (Reports from Cohorts 1 and 2; Expectations for Cohort 3) (M. Emmett PhD)
- 3:15 - 3:30 PM BREAK / REFRESHMENTS
- 3:30 - 4:45 PM Limited HL: Prevalence & Impact (Nath)
- 4:45 - 5:00 PM Post Test of Knowledge Gained During the Day and Look Ahead (Nath)
- 5:30 - 6:30 PM DINNER
- 6:30 - 8:30 PM Choose and Use Print Materials (C. Nath, EdD)

## Friday, October 30th, 2009

- 8:00 - 8:15 AM Review/revisit yesterday (C. Nath, EdD)
- 8:15 - 10:15 AM Communication Strategies for Professionals (C. Nath,EdD)
- 10:15 - 10:30 AM BREAK
- 10:30 - 12:45 PM Applying Communication Strategies (Nath)
- 12:45 - 1:30 PM LUNCH
- 1:30 - 3:00 PM Train the Trainer: Teaching Communication Strategies (Nath & Daugherty)
- 3:00 - 3:15 PM BREAK
- 3:15 - 4:15 PM Train the Trainer: Providing Effective Feedback (Nancy Daugherty)
- 4:15 - 4:30 PM Post Test Knowledge Gained During the Day and Look Ahead (Daugherty)
- 4:30 - 6:00 PM Reception and DINNER
- 6:00 - 7:30 PM "Help Patients Understand" AMA Foundation Video & Discussion Regarding its use in Post-Training Work (C. Nath, EdD)

## Saturday, October 31st, 2009

- 8:00 - 8:15 AM Review/revisit yesterday (Daugherty)
- 8:15 - 9:00 AM Environmental Assessment (C. Nath, EdD)
- 9:00 - 9:45 AM Participants Develop Action Plan (C. Nath, EdD and Mary Emmett, PhD)
- 9:45—10:15 AM BREAK and CHECK-OUT
- 10:15- 12:15PM "Tell me how you will conduct health literacy training (community, local practice; students)." CONT.

# Agenda (continued):

## Saturday, October 31st, 2009

- 10:15- 12:15PM Presentation of Action Plans by Participants (Emmett, PhD, Nath, EdD, & Daugherty)  
Action Plans Collected for Notebooks (M. Emmett, PhD)
- 12:15 - 1:15PM LUNCH
- 1:15 - 2:15PM Panel Discussion & Wrap-up (Nath & Faculty)  
Were Objectives Met? / Feedback for the Future  
Post Training Assessment of Knowledge Gained

# Objectives:

At the completion of this program, the participant will be able to:

- 1.) Demonstrate increased knowledge of health literacy issues, including prevalence of low literacy and the associated impact on health outcomes;
- 2.) Recognize patient/client cues that may indicate limited health literacy;
- 3.) Identify practice environmental barriers to patients with limited literacy;
- 4.) Demonstrate verbal communication skills needed for working with limited or low health literacy older adults;
- 5.) Demonstrate effective strategies in teaching and providing feedback;
- 6.) Develop an action plan to implement learned strategies into student teaching, patient/client encounters, practice setting environment or community education after the training.



# Pre-Training Seminar Studies:

ALL PARTICIPANTS MUST COMPLETE THE FOLLOWING PRIOR TO THE TRAINING DATE:

1. Complete **Unified Health Communication 101: Addressing Health Literacy, Cultural Competency, and Limited English Proficiency.**  
<http://www.hrsa.gov/healthliteracy/training.htm>  
**Bring certificate of completion to the training.**  
A.) Objectives: After completing this activity, participants will be able to:
  - i.) Improve their patient communication skills;
  - ii.) Increase their awareness and knowledge of the three main factors that affect your communication with patients: health literacy, cultural competency and low English proficiency;
  - iii.) Implement patient-centered communication practices that demonstrate cultural competency and appropriately address patients with limited health literacy and low English proficiency.
2. View the Navigation PowerPoint presentation and complete the Environmental Assessment Checklist for Potential Barriers to Patients with Low Health Literacy. (continued)

# Pre-Training Seminar Studies (continued):

2. A.) Objective: After completing this activity, participants will be able to assess their own work setting for barriers to patients with low health literacy and plan for remediation in at least one aspect of the setting.
3. Complete Pre-Training Student Teaching Survey  
A.) Objective: Participants will be able to identify and analyze their current teaching patterns.
4. Complete Pre-Training Assessment of Practice.  
A.) Objective: After completing the assessment, participants will be able to describe the process of how a newly-diagnosed patient with diabetes or other chronic disease is trained/educated in the disease and self-care.
5. Complete Pre-Training Assessment of Community Opportunity.  
A.) Objective: Participants will be able to identify two potential venues in their community which may lend themselves to outreach/education regarding health literacy and its impact on health.

# Post-Training Required:

- 1.) Following this training session, participants will conduct health literacy training in their home communities in order to promote improved patient outcomes in one or more of the following venues: student teaching, patient/client encounters, practice setting environment or community education. Participants are encouraged to use the AMA Health Literacy Training Kit to facilitate their presentations.
  - A.) For training targeting student teaching, patient/client encounters, or practice setting environments, the participant will document training and changes in their approaches by completing six (6) activity logs (2X/week for three weeks) in their chosen venue.
  - B.) For training targeting community education, the participant will document the occurrence of at least two training events, and will collect and report outcome measures such as: knowledge, behavior and/or attitudes.
- 2.) Participants will:
  - A.) Select a desired outcome for patient care that might be expected from the change in the practice environment (outlined in Objective 1), and
  - B.) Using the Plan, Do, Study, Act (PDSA) model, will design a method for measuring this outcome and submit this plan to the WVGEC. Examples of improved patient outcomes may include clinical outcomes such as: A1c or lipid values, appointment show rates, or patient satisfaction.
  - C.) Participants will report their results within the required time-frame through a structured interview conducted by the WVGEC.