

## 19<sup>th</sup> Annual Health Literacy Conference

### Agenda

July 20 - 24, 2020

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#### Monday, July 20

11:00 am – 11:15 am    **Welcome/Conference Overview**  
**Michael Villaire, MSLM**  
Institute for Healthcare Advancement

11:15 am – 12:45 pm    **Plenary: Coronavirus and Health Literacy/Health Equity: How Are We Responding?**  
**Viki Lorraine, MS**  
Michigan Department of Education

The COVID-19 pandemic is upon us. How has the health literacy community responded? Have we taken a leadership role? Have we used our knowledge and skills to ensure clear, effective communication? Have we worked to reduce health disparities and advance health equity? When this pandemic is behind us—if it ever is—what will be our legacy?

In this session, we hear about action in four key domains:

- Research
- Practice
- Policy
- Advocacy

We'll also discuss ways the health literacy community has contributed solutions to pandemic challenges.

Objectives:

- Identify at least one way to take a leadership role during the pandemic.
- Discuss at least one strategy to create partnerships to address pandemic issues.
- Examine ways to advance health literacy and health equity and/or reduce health disparities.

1:00 pm – 1:50 pm    **Health + Literacy + English: Building Partnerships to Increase Health Literacy in Adult Learners**

**Doris Ravotas, PhD**

Western Michigan University

*\*This is a Community Engagement domain course.*

This workshop will expose attendees to a unique partnership to incorporate health into adult basic education and English language learner programs. It will illustrate how recent health literacy summer programs for refugees arose out of earlier partnerships.

Lessons learned about barriers and facilitators to partnerships and programming will be examined. Participants will have the opportunity to identify partnerships they might build in their local areas, specific to student needs. Participants will leave the workshop with tools for building partnerships and meeting adult learner needs, including removing barriers and leveraging funding.

- **Objective 1:** Explain the process of building partnerships to teach health literacy to adult-literacy and English-language learners.
- **Objective 2:** Identify possible partners for your own adult-learner programs.
- **Objective 3:** Identify the health literacy needs of adult learners and programming as well as the possible approaches to meeting these needs

2:00 pm – 2:50 pm

**Enabling Effective, Interprofessional Communication With Patients and Families for Safe, Quality Care**

**Farrah Schwartz, MA**

University Health Network

**Tracy Paulenko, BScPT, MSc**

University Health Network

*\*This is a Communication domain course.*

In healthcare, patients often work with multiple healthcare professions and providers. Patients are often expected to communicate between healthcare providers, the couriers of healthcare information, or make sense of information given by multiple providers. Interprofessional collaboration can better enable good engagement and health literacy by facilitating unified, consistent information that focuses on the patients' needs and knowledge. This workshop will look at health literacy and interprofessional collaboration together, providing an opportunity for participants to learn skills to foster collaboration across professionals, sectors and health specialties.

- **Objective 1:** Describe interprofessional collaboration and the ways that health literacy strategies can be applied differently when working with interprofessional teams

- **Objective 2:** Apply interprofessional health literacy strategies using case scenarios and by sharing their own interprofessional health literacy experiences
- **Objective 3:** Plan next steps on how to apply knowledge in their current roles

3:00 pm – 3:30 pm

**Science Activation: Moving Beyond Science Communication To Getting the Science Used**

**Lucy Jones, PhD**

Dr. Lucy Jones Center for Science and Society

Like past catastrophic natural disasters, the pandemic is damaging society where it was already weak. Scientific information is critical for society to use to make better decisions for our safety and wellbeing. Unfortunately, it is often ignored because decision makers sometimes do not understand the information and more importantly do not feel empowered to use it. We need science activation, a process of not just communicating the information, but also ongoing collaboration with policy-makers. Through this collaboration, solutions to complex problems that encompass societal objectives and physical requirements can be created. This talk explores insights from previous disasters and Dr. Jones’s work in earthquake science and seismic safety policy about the challenges to effective activation of scientific knowledge and approaches scientists and decision makers can take to work together more effectively.

After this talk, attendees will understand:

- How the demands of peer review influence communication within the science research culture.
- How evolutionary pressures have shaped human response to crisis information.
- How the human ability to recognize and manipulate patterns controls the emotional response to randomness.

3:30 pm

**Adjourn**

**Tuesday, July 21**

11:00 am – 11:15 am

**Welcome**

**Plenary Host: Diana Peña Gonzalez, MPH, CHES**

Institute for Healthcare Advancement

11:15 am – 12:45 pm

**Plenary: COVID-19 Stories: How the Pandemic Has Widened Existing Health Gaps**

**Moderator: Stan Hudson, MA, CDFT**

Wisconsin Health Literacy

**Panelist: Ana Chavez**

La Habra Family Resource Center

**Chris Stigas**

Patient Partner, University Health Network

**Ernesta Wright**

The G.R.E.E.N. Foundation

**Suzy Newby, MA, CCC-SLP**

Genesis Rehab Services

The novel coronavirus pandemic has significantly magnified a long-existing problem. Certain communities—including those of color, of disabilities, of lower incomes and education—have been disproportionately affected by the pandemic. While these people have struggled and suffered, their struggle has remained invisible to many.

This plenary will showcase their unedited stories to unveil their challenges with staying safe during the pandemic, greater housing insecurity, lack of insurance, and legal status. And, having exposed inequities and their perceived consequences, these stories will illustrate the necessity for meaningful discussion long after the pandemic is over.

**Objectives**

- Discuss the ways in which certain populations have been disproportionately affected by the pandemic and its perceived consequences.
- Identify at least one action the health literacy community or you specifically could take to ensure fewer disparities in Covid-19 infection and severity in the coming fall/winter season.

1:00 pm – 1:50 pm

**The Bridge to Understanding: Building Accessibility into Health Literate Materials -An Introduction**

**Kelli Ham, MLIS**

University of California, Los Angeles

*\*This is a Communication domain course.*

Increasingly, patients receive information on their smartphones, via websites, or through electronic health records. But even expertly-written, well-designed materials might inadvertently include content that is partially or entirely inaccessible to users with disabilities. In this session, we'll cover issues users often face and the common practices that lead to digital inaccessibility in Microsoft Word and PowerPoint. Attendees will learn basic techniques to create

meaningful visuals and content that are screenreader-friendly, while still employing health-literate practices. To augment the session, we'll also provide a resource list and links to accessible templates.

- **Objective 1:** Describe digital accessibility issues encountered by people with various disabilities
- **Objective 2:** Create awareness of common practices that create inaccessible content
- **Objective 3:** Perform simple techniques for adding accessibility into health literate digital content

2:00 pm – 2:50 pm

### **What's Stigma Got to Do With It? Using Person First Language to Counteract Stigma in Healthcare**

**Kristen MacKay, MPH**

University of Rochester, Center for Community Practice

**Megan Honeck**

*\*This is a Language, Culture, and Identity domain course.*

This breakout session focuses on the impact of stigma on patients' ability to access healthcare and their overall health outcomes. Largely focusing on discussion, this session will empower participants to develop their understanding of stigma and how it informs the patient experience. Attendees will build skills for using person first language to combat stigma within the healthcare setting.

- **Objective 1:** Define stigma in your own words.
- **Objective 2:** Identify two ways that stigma affects patients' health and ability to access healthcare services.
- **Objective 3:** Identify stigmatizing language in sample writing and offer better alternatives.

3:00 pm – 3:50 pm

### **Clarity Through Creativity: Using Group Discovery To Create Compelling Campaigns**

**Megan Pugmire, BA**

Oregon Health and Science University

*\*This is a Communication domain course.*

Robust understanding of audiences, goals, key messages, and descriptors leads to clearer visual, verbal, and written communication. Learn how to engage stakeholders in the creative discovery process in order to develop impactful health-related campaigns while also building important listening relationships and having fun. In this session, we'll work through a health project campaign as a group to demonstrate how to lead discovery processes, ending with a creative strategy brief and project implementation plan.

- **Objective 1:** Lead a group of stakeholders in the creative discovery process.

- **Objective 2:** Develop a creative strategy brief.
- **Objective 3:** Determine a realistic multi-channel implementation plan.

3:50 pm

**Adjourn**

## Wednesday, July 22

11:00 am – 11:15 am

**Welcome**

**Plenary Host: Julie McKinney**

Institute for Healthcare Advancement

11:15 am – 12:45 pm

**Plenary: Addressing COVID-19 Inequities– Strategies To Rebuild Our Nation for an Inclusive Future**

**Moderator: Wilma Alvarado-Little**

New York State Department of Health, Office of Minority Health and Health Disparities Prevention

**Speakers: Janet Ohene-Frempong, MS**

Institute for Healthcare Advancement

**Teresa Wagner, DRPH, MS, CPH, RD/LD, CHWI**

SaferCare Texas

Action is needed to help those most affected by COVID-19 to prepare for subsequent waves and to address the long standing issue of inequities. What advances are needed in policy, advocacy, and education to address these issues? How do we engage and educate the community and what is their role in this process? How can communities work with the city and government for an interagency collaboration?

Objectives:

- Discuss at least one strategy you can use in your own community to help those most affected by COVID-19 cast a vote in November and in subsequent elections—despite the many barriers to easily doing so.
- Identify approaches that have effectively increased community awareness and action.
- Describe policy changes that are necessary for increased access to voting and civic participation, both of which can lead to better health.

1:00 pm – 1:50 pm

**The 2/20 Rule for Writing Readable Materials**

**Carol Simila, M.Ed.**

Oregon Health Authority

*\*This is an Education domain course.*

Absolutely everything can be explained at the 6<sup>th</sup> grade reading level. If you doubt that, this session is for you. The simple formula is 2 syllables

and 20 words per sentence. We will show how this works, how to check your work, and how to work with the legal department!

- **Objective 1:** Write at the 6<sup>th</sup> grade reading level.
- **Objective 2:** Speak so LEP members can understand you.
- **Objective 3:** Correct overly-complicated text.

2:00 pm – 2:50 pm

**Crafting Health Messages That Stick: From Theory, Research, and Health Literacy Best Practices**

**Corinne Berry, MA**

Communicate Health, Inc.

**Ariana Skye-Babbott**

Communicate Health, Inc.

*\*This is a Public Health domain course.*

We have much to consider when developing health messages. Not only do we want our communications to be clear, we want them to be creative, engaging, and memorable. And most importantly, we want our messages to change people's behavior in a positive way. That's a tall order. But don't worry. During this interactive workshop, we'll unpack the art and science of designing effective health messages. We'll review relevant behavior change theories, discuss how to involve your audience in message development and testing, and explore the roles of visual and interaction design in message retention.

- **Objective 1:** Apply relevant health communication theories to message development.
- **Objective 2:** Identify at least three specific strategies for creating relevant, actionable health messages.
- **Objective 3:** Describe the key steps of health message development, execution, and evaluation.

3:00 pm – 3:50 pm

**The Language of COVID-19: What's Gone Wrong and How We Do Better**  
**Cynthia Baur, PhD**

Horowitz Center for Health Literacy, School of Public Health, University of Maryland

The coronavirus and COVID-19 disease have highlighted the central role of communication in public health emergencies and disasters. Information about the virus and disease—who's affected and why, protective behaviors, and consequences—have become so overwhelming and confusing that the World Health Organization declared an "infodemic of misinformation."

Given that the basic structure of crisis and emergency response messaging is well-known in public health, how did COVID-19 communication go so wrong? How can health literacy and health

communication practitioners contribute to a healthier information environment? This presentation will review the basic principles of clear and useful risk messages, examine examples of virus and COVID-19 information, and diagram improvements.

**Objective 1:** List the core features of an effective risk communication message

**Objective 2:** Name 3 ways COVID-19 information did not effectively convey risk

**Objective 3:** Describe 2 actions health literacy practitioners can take to improve COVID-19 information

3:50 pm

**Adjourn**

## Thursday, July 23

11:00 am – 11:15 am

**Welcome**

**Plenary Host: Casey Mank**

Center for Plain Language

11:15 am – 12:45 pm

**Plenary: Plain Language: Increasing Understanding & Providing Social Justice**

**Barbra Kingsley, PhD**

Kleimann

**Rima Rudd, ScD**

Harvard T.H. Chan School of Public Health

Communicating in plain language helps people find, understand, and use information—allowing them to more successfully navigate complex topics and make better, more informed decisions. In this talk, Dr. Rima Rudd will introduce how plain language can provide greater clarity and, in turn, pave the way to more socially just outcomes. Next, Dr. Barbra Kingsley will provide an overview of plain language principles and outline current plain language legislation. She will then demonstrate how the Center for Plain Language’s annual report card is helping government agencies accept the burden of responsibility for making critical information more accessible to the public. Throughout, we will draw implications for health-related issues and services, demonstrating how plain language is critical for creating access and providing social justice.

Objectives:

- Define plain language.
- Provide plain language principles and examples.
- Outline current plain language legislation.
- Describe current efforts to assess government use of plain language.

- Connect plain language to access and social justice.

1:00 pm – 1:50 pm

### **Health-Literate Website Redesigns: Set Yourself Up for Success**

**Emily Brostek, MPH, CHES**

**Kim Hassell, MPH**

Communicate Health, Inc.

*\*This is a Communication domain course.*

In today’s world, people seek health information online every day. Unfortunately, outdated or poorly-designed websites can be a barrier to accessing reliable, high-quality content—especially for people with lower health literacy skills.

In this session, you’ll learn how to implement a website redesign from beginning to end: from setting goals and getting buy-in to designing for accessibility. Whether you’re working with a large, national organization or a small non-profit on a shoestring budget, we’ll share evidence-based tips and tricks to smooth the process and help you create a well-designed, user-friendly website.

- **Objective 1:** Identify goals and user needs for a website redesign
- **Objective 2:** Develop and implement a content strategy and information architecture to support a web redesign
- **Objective 3:** Name best practices in designing for health literacy and accessibility and how they apply to websites specifically

2:00 pm – 2:50 pm

### **Identify Strategies and Create a Plan for Selling Health Literacy: A Hands-on Work Session**

**Audrey Riffenburgh, PhD**

Health Literacy Connections

*\*This is an Organizational Systems and Policies domain course.*

Are you sometimes unsure how to explain the benefits of health literacy to get others on board? Or maybe you’ve been successful in selling health literacy in some areas but want new ideas to be more effective and confident? And because you’re so busy, it’s hard to find time to sit down and plan what to do next. This session provides: 1) an overview of seven powerful strategies and resources to get attention, build the case, and make the case; 2) a quiz and worksheets to identify what you could do next; and 3) structured time to create your plan.

- **Objective 1:** Name at least four strategies to build commitment to health literacy
- **Objective 2:** Avoid two common mistakes health literacy advocates often make in selling health literacy.
- **Objective 3:** Implement your own plan of next steps to be more effective at making the case for health literacy

3:00 pm – 3:50 pm

### **Health Literacy Ethics in Public Health Emergencies**

**Jamie Carlin Watson, PhD**

University of Arkansas for Medical Sciences, College of Medicine

Public Health Emergencies like COVID-19 put additional strain on health communication. Some populations at higher risk of infection are also populations who face health literacy burdens. I review three ethical challenges to effective communication in public health emergencies. I explain health literacy strategies for addressing these challenges. And I offer some suggestions for communicating time-sensitive health information effectively.

Participants will be able to:

- **Objective 1:** Explain 3 ethical challenges to effective communication during public health emergencies
- **Objective 2:** Identify at least 3 distinct ethical challenges posed by COVID-19
- **Objective 3:** Develop a plan for enhancing communication during public health emergencies

3:50 pm

**Adjourn**

## **Friday, July 24**

11:00 am – 11:15 am

**Welcome**

**Plenary Host: Diana Peña Gonzalez, MPH, CHES**

Institute for Healthcare Advancement

11:15 am – 12:45 pm

**Plenary: Addressing COVID-19 Inequities: Mapping the Work Ahead- Results From the Workgroup Surveys**

Throughout the week attendees will have an opportunity to share thoughts and suggestions about:

- pandemic factors that exacerbate health disparities,
- solutions that can create a sustainable impact, and
- ways the health literacy community can respond to the pandemic.

These issues were viewed through the lens of practice/research and policy/advocacy. This plenary will present the findings from these work group surveys to encourage discussion and action in our work ahead.

**Marian Ryan, PhD, MA, MPH**

Institute for Healthcare Advancement

**Rachel Roberts, MPH, CHES**

Institute for Healthcare Advancement

**Joy Deupree, PhD, APRN, WHNP-BC**

University of South Carolina, College of Nursing

**Lakesha Kinnerson, MPH, RHIA, CPHQ**

Samford University, School of Public Health

12:45 pm – 1:00 pm

**Conference Wrap-up**

**Michael Villaire, MSLM**

Institute for Healthcare Advancement

**Rima Rudd, ScD**

Harvard T.H. Chan School of Public Health