Health Equity through Health Literacy in New Orleans: Assessing health information needs and training outcomes in New Orleans, LA

Matas Library of the Health Sciences, Tulane University
Luke’s House Clinic
Algiers Regional Branch of the New Orleans Public Library

October 1, 2015-April 30, 2016

Summary
Through an award to the Rudolph Matas Library of the Health Sciences from the National Library of Medicine (NLM), this project seeks to improve assessment of and access to authoritative online health information through a health literacy training program. Persons benefitting from this work include health care providers, clinic volunteer patient educators, clinic patients including Hispanic/Latinos who speak Spanish, public librarians, and their patrons in Orleans Parish. This project will train volunteer patient educators at Luke’s House Clinic how to evaluate online health information and transfer that knowledge and skill to patients in an medically under-served community using iPadAirs. It will also train public librarians serving the community to use MedlinePlus®.

This work contributes to the achievement of Healthy People 2020 Objectives: Public Health Infrastructure-2 (PHI-2) and Health Communications/Health Information Technology-9 (HC/HIT-9). (U.S. Department of Health and Human Services, March 30, 2015a; U.S. Department of Health and Human Services, March 30, 2015b) It is also grounded in Goal 4 of the National Action Plan to Improve Health Literacy: Support and Expand Local Efforts to Provide Adult Education, English Language Instruction, and Culturally and Linguistically-Appropriate Health Information Services in the Community:

1. Support and expand local efforts to provide adult education, English language instruction, and culturally and linguistically appropriate health information services in the community
2. Increase basic research and the development, implementation, and evaluation of practices and interventions to improve health literacy
3. Increase the dissemination and use of evidence-based health literacy practices and interventions(U.S. Department of Health and Human Services Office of Disease Prevention and Health Promotion, 2010)

(U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion, 2010)

Paper and electronic evaluation instruments will generate quantitative data from which to develop even more effective strategies for increasing use of MedlinePlus®.

<table>
<thead>
<tr>
<th>Health Literacy Training</th>
<th>MedlinePlus® Class</th>
<th>Objectives/Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luke’s House Clinic</td>
<td>New Orleans Public Library Algiers Regional</td>
<td>New Orleans Public Library Algiers Regional Branch</td>
</tr>
<tr>
<td>Public health workers</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Hispanic/Latino clinic patients</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Public librarians</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

This project has been funded in part with Federal funds from the National Library of Medicine, National Institutes of Health, under Contract No. HHSN-276-2011-00007-C with the Houston Academy of Medicine-Texas Medical Center Library.
Public library patrons | X | X | X

All project documents, including links to surveys will be found on this website: http://libguides.tulane.edu/consumers/MatasOutreach

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**Luke’s House Clinic**

Luke’s House Clinic is a private, non-profit 501(c)(3) charitable organization providing free medical and mental health services to those in need with volunteer patient educator physicians and nurses. Created in 2007 through a partnership of Rayne United Methodist Church (UMC) and Mt. Zion UMC, the clinic’s mission is to be a place of medical and spiritual hope, health, and healing for Greater New Orleans, to provide patient-centered volunteer patient educator experiences for students, and to open a doorway to long-term healthcare solutions.

When it opened, Luke’s House saw an average of 10-15 patients at the weekly Tuesday evening clinic. Since moving from Mt. Zion to its own building in the heart of Central City, that number has doubled with the addition of a Thursday evening clinic. The clinic provides primary care for adults and children, psychiatric and mental health counseling, vaccinations, and prescription assistance. The clinic serves as a doorway to long-term care by referring patients to medical “homes” or specialists for follow-up when necessary. Patients vary in age, race, and ethnicity. While the majority are from Orleans and Jefferson Parishes, many come from the immediate surrounding area as well. Most have no access to basic primary care despite the Affordable Care Act (ACA) due to the state’s decision not to expand Medicaid and the inability of undocumented Latinos to be covered by insurance. The National Association of Free and Charitable Clinics reported in August 2014 that in the previous two years, the nation’s 1,200 Free and Charitable Clinics had seen a 40% increase in patient demand, despite implementation of the ACA.

A misconception about the ACA is that everyone will have insurance or access to health care and that free clinics will no longer be needed. According to the Congressional Budget Office, there may be as many as 29 million people left without access to affordable health care even after the ACA’s expanded access. Free clinics, such as Luke’s House, will remain an important part of the national health care safety net for the foreseeable future. Looking forward, the services offered by Luke’s House must continue to expand to match the growing demand for free healthcare among New Orleans’ residents. With plans in place to expand health education and outreach, eye care services, and by increasing our translation services to meet the demand, Luke’s House is prepared to treat the health care challenges that our patients face.

**Algiers Regional Library**

Transforming Lives, Enriching Neighborhoods, and Preserving History is the mission statement of the New Orleans Public Library. In addition to a main library, it has 13 branches including the Algiers Regional Library. The Algiers Regional Library seeks to help Hispanic/Latino patrons and has over 40 public computers. On a monthly basis, between 6,000 – 7,000 people visit the Library, recording over 4,000 unique sessions on the computers. Librarians offer individual computer instruction and offer assistance for a specific task by appointment, but a little less than half (@40%) of all patrons ask for assistance. An agency with Spanish-speaking employees, Cognosante, has a table at the front door and helps Spanish-speaking patrons sign-up for the Affordable Care Act. Also, they have a partnership with the Tulane University Stone Center for Latin American Studies which is helping to develop the Young Adult collection on Latin American themes and works by Latin American authors (in English). The NOPL This project has been funded in part with Federal funds from the National Library of Medicine, National Institutes of Health, under Contract No. HHSN-276-2011-00007-C with the Houston Academy of Medicine-Texas Medical Center Library.
maintains a collection of fiction and non-fiction in Spanish, along with films and music in Spanish. The U.S. Citizenship and Immigration Services also has a desk in the lobby which offers information about naturalization.

**Hispanic/Latino Health**

In 2013, the prevalence of self-reported obesity among Louisiana adults was 33.2% (DNPAO, National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control and Prevention, 2014b). The new Community Health Status Indicators 2015 interactive web application was used to compare adult obesity rates of Orleans and Jefferson Parishes, finding prevalence rates between 28.6% and 31.1% respectively (Centers for Disease Control and Prevention, 2015). Rates of chronic diseases associated with obesity, diabetes and coronary heart disease (CHD), are note below. (Centers for Disease Control and Prevention, 2015) Between 2011 and 2013, the prevalence of self-reported obesity among Louisiana adult Hispanic/Latinos was 32.6% (DNPAO, National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control and Prevention, 2014a). When the prevalence of overweight is combined with obesity, the Louisiana adult rate is 57.0% (Kaiser Family Foundation, 2015).

**Chronic diseases associated with obesity among Hispanics/Hispanic/Latinos**

<table>
<thead>
<tr>
<th>Condition</th>
<th>Year</th>
<th>LA Orleans Parish</th>
<th>Jefferson Parish</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult obesity</td>
<td>2013</td>
<td>33.2%</td>
<td></td>
<td>(DNPAO, National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control and Prevention, 2014b)</td>
</tr>
<tr>
<td></td>
<td>2006-2012</td>
<td></td>
<td>28.6%</td>
<td>31.1%</td>
</tr>
<tr>
<td>Adult obesity among Hispanic/Latinos</td>
<td>2011-2013</td>
<td>32.6%</td>
<td></td>
<td>(DNPAO, National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control and Prevention, 2014a)</td>
</tr>
<tr>
<td>Combined Hispanic/Latino adult overweight and obese</td>
<td>2013</td>
<td>57%</td>
<td></td>
<td>(Kaiser Family Foundation, 2015)</td>
</tr>
<tr>
<td>Adult diabetes</td>
<td>2005-2011</td>
<td>9.8%</td>
<td>9.3%</td>
<td>(Centers for Disease Control and Prevention, 2015)</td>
</tr>
<tr>
<td>CHD deaths (age-adjusted death rate)</td>
<td>2005-2011</td>
<td>110.8 /100,000</td>
<td>120.9 /100,000</td>
<td>(Centers for Disease Control and Prevention, 2015)</td>
</tr>
</tbody>
</table>

Contributing to the high prevalence of obesity is the high percentage of individuals in Orleans Parish with low access to healthy foods (21.0%) and the high percentage of fast food restaurants (41.0%). This data was compiled in the 2011 city-wide community health assessment conducted by the New Orleans Health Department (New Orleans Health Department, 2013).

**Improving access appropriate to health care services: health-related information**

A number of factors hinder or prevent Hispanic/Latinos from accessing healthcare, the most prevalent being language barriers, inadequate health-related information, and lack of outreach to Hispanic/Latinos by healthcare providers (Gonzales & DeDecker, 2014). As regards to inadequate health-related information, it is important to note that the 2003 National Assessment of Health Literacy, which directly measured literacy through tasks completed by adults, found that Hispanic/Latino adults had lower
average health literacy than adults of any other racial/ethnic group. While average health literacy increased with each higher level of education attainment, 49% of adults who never attended or did not complete high school had “Below Basic” health literacy, compared with 15% of adults who ended their education with a high school diploma (Kutner, M., Greenberg, E., Jin, Y., and Paulsen, C., 2006). This data suggest that Luke’s House Clinic programs are likely to succeed because

- services are provided for Established Spanish Patients (ESP) (Spanish-speaking only) for all patients to remove language barriers
- the Clinic is engaged with a health literacy training program

Project Description: Health Equity through Health Literacy Training

The Luke’s House health literacy project is a train-the-trainer model to help patients including Hispanic/Latinos who speak Spanish identify and utilize authoritative health information online and train librarians to help patrons use MedlinePlus®. Luke’s House volunteer patient educators and students will be trained to identify and evaluate the attributes of authoritative online health information and to use the TeachBack Method, a communication confirmation method used by healthcare providers to confirm whether a patient (or care takers) understands what is being explained to them. Using an iPadAir, volunteer patient educators will demonstrate to patients how to locate authoritative online health information related to the chronic diseases associated with obesity diabetes, obesity, hypertension, hyperlipidemia using language-appropriate MedlinePlus® web pages, and authoritative, plain-language online health information. Online evaluation instruments will generate quantitative data about intentions to use authoritative online health information as a result of training and also establish a base-line measurement of information needs among the patients of Luke’s House. This information will be used to develop even more effective strategies for increasing access to authoritative health information.

Train the trainer Luke’s House Volunteer patient educator training:

**Goal 1:** Increase the proportion of Luke’s House volunteer patient educators and patients who can identify authoritative health information online

<table>
<thead>
<tr>
<th>Objective 1.1:</th>
<th>At least 90% of Luke’s House volunteer patient educators (30) who receive training on evaluating health information will report at least 3 attributes of authoritative online health information.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Indicator:</strong></td>
<td>% of Luke’s House volunteer patient educators who state at least 3 attributes of authoritative online health information</td>
</tr>
<tr>
<td><strong>Target (Outcome 1.1):</strong></td>
<td>90% of Luke’s House volunteer patient educators (27) will correctly state at least 3 attributes of authoritative online health information</td>
</tr>
<tr>
<td><strong>Time Frame:</strong></td>
<td>Immediately after training (within 1 hour)</td>
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<thead>
<tr>
<th>Data Source</th>
<th>Evaluation Method</th>
<th>Data Collection Timing</th>
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</thead>
<tbody>
<tr>
<td>Volunteer patient educators s</td>
<td>Online survey</td>
<td>Immediately after training</td>
</tr>
</tbody>
</table>

The Luke’s House volunteer practicum student will be trained once by the Matas Librarian how to identify attributes of health literacy, use the North Carolina Program on Health Literacy Teach-back method, use MedlinePlus®, train patients to evaluate authoritative online health information, and conduct an assessment to demonstrate patients’ ability to identify and locate health information on MedlinePlus®. The Practicum student will train 30 volunteer patient educators.

**Health Literacy training: Train the Volunteer patient educator**

This project has been funded in part with Federal funds from the National Library of Medicine, National Institutes of Health, under Contract No. HHSN-276-2011-00007-C with the Houston Academy of Medicine-Texas Medical Center Library.
A 90-minute lesson has been developed to train the volunteer patient educator how to conduct the project.

**Intro: About health literacy: @10:0 minutes**
1. View ACP health literacy video https://www.youtube.com/watch?v=ImnlptxIMXs
2. Introduce project and target outcomes of the project

**Comprehension Check @2:00 minutes**
3. The librarian will use the teach-back method for comprehension check.

**Teaching Strategy 1: About MedlinePlus® and attributes of authoritative online health information @30:00 minutes**
4. Explore features of MedlinePlus®
5. About authoritative health information

**Comprehension Check @2:00 minutes**

**Teaching Strategy 2: The teach-back method @6:00 minutes**
6. Watch a video on using the “teach back” method for patient education

**Teaching Strategy 3: Role play: @15:00**
7. With the iPad and MedlinePlus®, trainer (librarian) instructs pairs of volunteer patient educators to locate MedlinePlus® on the iPad and navigate features

**Comprehension Check @5:00 minutes**
8. Pairs share experience with the group

**Teaching Strategy 4: Client training @25:00 minutes**
9. Review patient lesson plan: Using an iPad or smart phone
10. Review patient evaluation plan

**Closing @5:00 minutes**
11. Summarize the session
12. Ask Volunteer patient educators to complete an online survey

**Luke’s House Volunteer patient educator Training Timeline (5 trainings)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>2015</th>
<th>2016</th>
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<tbody>
<tr>
<td></td>
<td>Q1</td>
<td>Q2</td>
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<tr>
<td></td>
<td>May</td>
<td>Jun</td>
</tr>
<tr>
<td>Assess</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>

**Health Literacy training: Train the Patient**

**Goal 1:** Increase the proportion of Luke’s House volunteer patient educators and patients who can identify authoritative health information online

**Objective 1.2:** At least 30% of Luke’s House patients who interacted with trained volunteer patient educators (400) will state at least 3 attributes of authoritative online health information.

**Measurable Indicator:** % of Luke’s House patients who state at least 3 attributes of authoritative online health information.

**Target Outcome 1.2:** 30% of patients who interacted with trained volunteer patient educators (120) will correctly state at least 3 attributes of authoritative online health information

**Time Frame:** Immediately after instruction (within 1 hour)

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| Luke’s House patients | Luke’s House volunteer patient educators will complete an online patient survey immediately after interactions | Immediately after interaction |

**Goal 2:** Increase the proportion of online health information seekers reported easily accessing health information (HC/HIT-9)

**Objective 2.1:** At least 40% of Luke’s House patients who interacted with volunteer patient educators (400) will demonstrate easily accessing MedlinePlus® Spanish using an iPadAir or smartphone.

**Measurable Indicator:** % of Luke’s House patients who demonstrate easily accessing m.MedlinePlus® Spanish on an iPadAir or smartphone.

**Target Outcome 2.1:** 40% of Luke’s House patients who interacted with volunteer patient educators (160) will accurately show the volunteer patient educator a m.MedlinePlus® webpage on an iPadAir or smartphone.

**Time Frame:** Immediately after interaction (within 1 hour)

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Evaluation Method</th>
<th>Data Collection Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luke’s House patients</td>
<td>Luke’s House patients will be asked to show volunteer patient educators a webpage they located on m.MedlinePlus® using their smartphone or iPadAir</td>
<td>Immediately after demonstration</td>
</tr>
</tbody>
</table>

**Goal 3:** Increase the proportion of patients at Luke’s House who correctly state disease or diagnosis-related health information online

**Objective 3.1:** At least 50% of Luke’s House patients who interacted with volunteer patient educators (400) will state at least 3 facts related to their diagnosis/es and/or a chronic disease that they learned through accessing m.MedlinePlus® Spanish.

**Measurable Indicator:** % of Luke’s House patients who state at least 3 facts related to their diagnosis/es that they learned through accessing m.MedlinePlus® Spanish.

**Target Outcome 3.1:** 50% of Luke’s House patients who interacted with volunteer patient educators (200) will correctly state at least 3 related to their diagnosis/es that they learned through accessing m.MedlinePlus® Spanish.

**Time Frame:** Immediately after interaction (within 1 hour)

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<thead>
<tr>
<th>Data Source</th>
<th>Evaluation Method</th>
<th>Data Collection Timing</th>
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</thead>
<tbody>
<tr>
<td>Luke’s House patients</td>
<td>Luke’s House volunteer patient educators will complete an online survey immediately after Luke’s House patient interaction, with specific items to assess condition(s) discussed and condition-specific information acquired</td>
<td>Immediately after interaction</td>
</tr>
</tbody>
</table>

A Luke’s House practicum student will train volunteer patient educators beginning in the 2nd Quarter. The training includes an orientation to a tested 20-minute Patient Lesson Plan which will be used by volunteer patient educators when interacting with patients. It guides volunteer patient educators in their interaction with Luke’s House patients.

This project has been funded in part with Federal funds from the National Library of Medicine, National Institutes of Health, under Contract No. HHSN-276-2011-00007-C with the Houston Academy of Medicine-Texas Medical Center Library.
The practicum student will train six (6) volunteer patient educators in each of five (5) months (October, November, January, February, and March). We estimate that 80 patients per month (5) will receive education from the volunteer patient educators every month between October, 2015 and April 30, 2016.

Luke’s House, with established partnerships in the New Orleans community, has community volunteer patient educators who are students from surrounding schools. Schools and programs include:
- Medical and public health students: Tulane University School of Medicine and the School of Public Health and Tropical Medicine (New Orleans, LA)
- Medical students from LSU Health Sciences Center
- Medical students from Ochsner Clinic

A printer, toner cartridges, and color paper have provided for printing patient education material produced by the Patient Education Institute, along with reimbursement to purchase a one-year license from PEI to reproduce their materials.

Lesson and Evaluation
Teaching Strategy 1: Demonstration of MedlinePlus® @8:00 minutes
1. Ask patient if they have @15 minutes to learn about trustworthy health information.
2. If they are interested, ask if they would like to work with you on your iPad, or if they would like to use their own mobile device. If they want to use their device, explain that public-access Wi-Fi is available.
3. Explain that this is not research and no information about this interaction will be used for any purpose other than reporting the event to the National Library of Medicine.
4. If volunteer patient educator has Spanish-language skills, inquire if Spanish is preferred language
5. Determine visitor information needs (i.e. what the visitor wants information about)
   - If low literacy is suspected: Return to home page, locate the Easy To Read button, locate Nutrition from the topics.
   - If Spanish is native language, switch to enEspanol and conduct rest of training in Spanish
6. Locate MedlinePlus on the iPad (Do a Google search for MedlinePlus® and select the resource)-so the patient can observe volunteer patient educator finding it.
7. Explain: MedlinePlus® is a website of carefully selected links to Web resources with health information on over 800 topics to help consumers find trustworthy health information. It can be used as ‘one-stop-shop’ to learn about nutrition. Review home page explaining that MedlinePlus® can be used to find health topics, drugs/supplements, and even watch health videos.
   - Go to a topic page which has a video, preferably a video in Spanish (i.e. High Blood Pressure)
   - Find the video and listen to it briefly
   - Check out the social network features
   - Click on the FB icon to post on your newsfeed.

Comprehension Check @2:00 minutes
8. The volunteer patient educator will use the teach-back method for comprehension check.

Teaching Strategy 2: Attributes of authoritative online health information @8:00 minutes
9. Returning to a MedlinePlus® Topic page, the volunteer patient educator will ask the client how they judge the trustworthiness of online health information and explain the attributes of authoritative online health information.
   - Current, unbiased, and based on research
   - Has a date (is the information current?)
• Has an author (is it an expert?)
• States who is responsible for the content of the website (government, company)?
• Does not request personal information
• Does not have advertisements or is otherwise trying to sell a product

10. Volunteer patient educators will select a chronic disease-related topic page to demonstrate these criteria.

11. Then the volunteer patient educator will show the client related apps, and mobile websites, such as

- MedlinePlus® Topic pages in English or Spanish
  - Weight Control (English) http://www.nlm.nih.gov/medlineplus/weightcontrol.html
- Diabetes
- High Blood Pressure
- Heart Diseases
- Nutrition
- Cancer
- Pregnancy
- Heart Healthy Home Cooking African American Style (NHLBI) http://www.nhlbi.nih.gov/health/resources/heart/african-american-cooking
- How to Eat Healthy (DrGourmet.com) http://www.drgourmet.com/eatinghealthy/index.shtml#VcOGVfm6eUK

Comprehension Check @2:00 minutes

12. The volunteer patient educator will use the teach-back method for comprehension check.

Closing @5:00 minutes

13. Ask the patient to bookmark MedlinePlus® and other resources on their mobile device.

- MedlinePlus® Topic pages in English or Spanish
  - Weight Control (English) http://www.nlm.nih.gov/medlineplus/weightcontrol.html
- Diabetes
- High Blood Pressure
- Heart Diseases
- Nutrition
- Cancer
- Pregnancy
- Heart Healthy Home Cooking African American Style (NHLBI) http://www.nhlbi.nih.gov/health/resources/heart/african-american-cooking
- How to Eat Healthy (DrGourmet.com) http://www.drgourmet.com/eatinghealthy/index.shtml#VcOGVfm6eUK

14. Give the patient appropriate Patient Education Institute-produced brochures, as appropriate

15. Thank them for their time.

Evaluation @2:00 minutes

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16. Immediately after each training, Volunteer patient educator completes a health literacy assessment which asks them to state if the patient:
   1. was able to find m.MedlinePlus® on a device state
   2. was able to state least three attributes of a trustworthy online health information

http://tulane.co1.qualtrics.com/SE/?SID=SV_5zG8jajGEBLZpmR (Please do not complete until project begins)

Luke’s House Patient Training Timeline

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
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<th>2016</th>
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<tbody>
<tr>
<td></td>
<td>Q1</td>
<td>Q2</td>
<td>Q3</td>
<td>Q4</td>
<td>May</td>
<td>Jun</td>
<td>July</td>
</tr>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Assess</td>
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<td>X</td>
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Quality assurance
A Memorandum Of Understanding between Luke’s House and the Rudolph Matas Library of the Health Sciences will be signed by both parties to document and assure completion of the project activities.

Project Materials/Expenditures
After the Memorandum of Understanding is signed, the Library will provide the following materials to support the project:

- Reimbursement to Luke’s House to purchase a license to use illustrated handouts produced by the Patient Education Institute
- Reimbursement of up to $1,300 to reimburse Tulane Unviersity School of Public Health and Tropical Medicine student Paloma Ellis for her work
- Xerox Color Xpressions Select Paper (7 reams)
- iPAD Airs 16G WIFI* (3)
- iPADAir Smartcovers (3)
- Phaser 6022 NI Color LED Printer (1)
- Cyan Toner cartridges, Xerox Phaser 6022 NI Color LED Printer (1)
- Magenta Toner cartridges, Xerox Phaser 6022 NI Color LED Printer (1)
- Yellow Toner cartridges, Xerox Phaser 6022 NI Color LED Printer (1)
- Back Toner cartridges, Xerox Phaser 6022 NI Color LED Printer (1)
- 1 ½” Heavy Duty View Binder for NLM outreach evaluation forms

*The iPadAirs are registered with Tulane University and are the property of the University. They will be returned after the project concludes (April 30, 2016).

MedlinePlus®. class: Algiers Regional Library

Goal 4: Increase the proportion of of online health information seekers reported easily accessing health information (HC/HIT-9)

**Objective 4.2:** At least 100% of NOPL Librarians and staff who participated in a MedlinePlus®. class will demonstrate easily accessing MedlinePlus®.

This project has been funded in part with Federal funds from the National Library of Medicine, National Institutes of Health, under Contract No. HHSN-276-2011-00007-C with the Houston Academy of Medicine-Texas Medical Center Library.
Measurable Indicator: % of NOPL Librarians and staff who demonstrate easily easily accessing MedlinePlus®.

Target (Outcome 2.1): 100% of NOPL Librarians and staff (20) will demonstrate easily easily accessing MedlinePlus®.

Time Frame: Immediately after interaction (within 1 hour)

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Evaluation Method</th>
<th>Data Collection Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOPL Librarians and staff</td>
<td>NOPL Librarians and staff will complete an online survey</td>
<td>Immediately after training</td>
</tr>
</tbody>
</table>

It is anticipated that as a result of the health literacy training, public librarians and staff will receive more requests from patrons for individual assistance with health-related information. A MedlinePlus® class for NOPL Librarians and staff will train them to use the product for such inquiries. We anticipate that 20 public librarians and staff will participate in a MedlinePlus® class during approximately the same month as the Luke’s House training.

MedlinePlus®. Class Timeline for public librarians to support LUKE’S HOUSE and TBD for Luke’s House

<table>
<thead>
<tr>
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</tr>
<tr>
<td>Activity</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Evaluation

Health Literacy training: Luke’s House

A tested online survey will assess what Luke’s House volunteer patient educators learned about MedlinePlus®Spanish features, attributes of authoritative online health information, health literacy, and using the teach-back method to train patients in evaluating online health information. Immediately following each of the five (5) volunteer patient educator trainings, Luke’s House volunteer patient educators will be sent a link to the email address they provided on the training sign-in sheet. The link will lead to an online survey, which asks them to

- state three MedlinePlus® features
- state three attributes of authoritative online health information
- identify attributes of a person with low health literacy (ACP Foundation YouTube video on health literacy)
- give examples of using the Teach-Back method
- provide three facts related to a chronic illness or diet/nutrition

Survey results will be reported to Luke’s House Clinic. All project documents, including links to surveys will be found on this website: http://libguides.tulane.edu/consumers/MatasOutreach


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<th>2016</th>
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<tr>
<td>Activity</td>
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This project has been funded in part with Federal funds from the National Library of Medicine, National Institutes of Health, under Contract No. HHSN-276-2011-00007-C with the Houston Academy of Medicine-Texas Medical Center Library.
Luke’s House Patient Training Assessment:
A tested online survey will assess if patients can correctly state three attributes of authoritative online health information and were able to locate a chronic illness and/or diet/nutrition webpage on m.MedlinePlus® Spanish or other authoritative resource using either their smartphone or a Clinic iPad. Patients will demonstrate mastery of the instruction to the volunteer patient educator, either on their own smartphone or on the iPad provided by clinic. The providers and/or volunteer patient educators will complete an online survey about the patient’s experience: if the patient successfully located an authoritative health information resource, stated at least three attributes of trustworthy online health information, and/or provided at least 3 facts related to their diagnosis/es or select condition. Patients do not participate in the survey.

Luke’s House Patient Training Assessment Timeline

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<tr>
<th>Activity</th>
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<tr>
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<td>X</td>
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<tr>
<td>Assess</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

MedlinePlus® class: Algiers Regional Library
NOPL Librarians and staff will complete an online survey.

MedlinePlus® class for public librarians Assessment Timeline: Dates To be determined

Attachments
1. Health Literacy Assessment: Online Volunteer patient educator survey (please do not complete until project begins) [http://tulane.co1.qualtrics.com/SE/?SID=SV_415NqPhWXJLK9r7](http://tulane.co1.qualtrics.com/SE/?SID=SV_415NqPhWXJLK9r7)
2. Health Literacy Assessment: Online Patient survey (please do not complete until project begins) [http://tulane.co1.qualtrics.com/SE/?SID=SV_5zG8jajGEBLZpmR](http://tulane.co1.qualtrics.com/SE/?SID=SV_5zG8jajGEBLZpmR)

References

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