Health Equity through Health Literacy in New Orleans: Assessing information skill training outcomes

Project ReFresh Lobby, 300 South Broad Street, New Orleans, LA

**Project Description**

Through this project, the Rudolph Matas Library of the Health Sciences seeks to improve access to and assessment of the use of authoritative health information among visitors to a fresh food access development project, community health workers, and culinary nutrition intern volunteers. This project will train volunteers and community health workers how to evaluate online health information and transfer that knowledge and skill to neighbors in an under-served community using iPads. Our work contributes to the achievement of Healthy People 2020 Objectives Public Health Infrastructure-2 (PHI-2)¹ and Health Communications/Health Information Technology-9 (HC/HIT-9).² 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.³ Technologically-appropriate evaluation instruments will generate quantitative data about intentions to use National Library of Medicine (NLM) resources—MedlinePlus Easy to Read pages—as a result of training. The results of this work will be used to develop even more effective strategies for increasing self-reports of access to authoritative health information.

Between July 1, 2014 and April 30, 2015, we anticipate training five (5) new volunteers each quarter (20) to interact with at least two (2) visitors in a two (2) hour shift four (4) times each quarter in the Refresh lobby and/or in the GCCM. We hope to train 20 volunteers to instruct 120 consumers in 10 months. This could be expanded by conducting lecture-style meetings on a monthly basis, however that activity is neither planned nor budgeted at this time.

This project has been funded in whole or 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.
Project Partners: The Goldring Center for Culinary Medicine, ReFresh, and the Brinton Family Health and Healing Center

The Goldring Center for Culinary Medicine at Tulane University (GCCM) is the first dedicated teaching kitchen to be implemented at a medical school and provides hands-on training for medical students through culinary medicine classes as well as continuing education for the healthcare and foodservice industries. It was established with the belief that improvements in medical nutrition education will synergize community education and outreach to enhance patient-physician dialogue about the importance of dietary and lifestyle changes and, ultimately, produce better health outcomes. At the Center, Chef Leah Sarris leads medical students in delivering dietary education through adult and pediatric cooking classes to educate community members about fundamental culinary skills and nutrition including shopping basics, reading labels, eating healthy and meal planning and preparation in order to empower healthy living in a New Orleans food oasis. Watch this video to experience Chef Leah with her students from the community.

In 2013, the nonprofit organization, Broad Community Connections (BCC), purchased a former supermarket building in the Broad Street commercial corridor, a former food desert, and created a fresh food access development project called ReFresh. It has the dual purpose of anchoring economic development in the neighborhood and delivering much needed, high quality fresh foods and health-related programs to underserved communities along Broad Street: Faubourg St. John, Treme, Mid-City and Lower Mid-City, which was previously known as Tulane-Gravier. The ReFresh space has an expansive lobby (pictured below) which anchors a Whole Foods Market food desert concept store, Liberty’s Kitchen, a youth development program which teaches and provides experiential learning at a full-service café and commercial kitchen, and the GCCM. Upstairs is the central office of First Line Schools, Crescent City Community Land Trust, SPROUT NOLA, and interactive urban farm, and other partners.

The Brinton Family Health and Healing Center (BFHHC) is located at the neighboring Ruth Fertel/Tulane Community Health Center. The BFHHC outreach team is a community health worker and two lay health advocates who work with families in the immediate vicinity of the GCCM.

About the Broad Street neighborhood
Access to health care

The neighborhoods in along Broad Street, Zip Code 70119, have shortages of primary medical care, dental or mental health providers. As a medically underserved area/population (MUA/P), they are areas or populations designated by HRSA as having too few primary care providers, high infant mortality, high poverty and/or high elderly population. Fortunately, the Ruth U. Fertel /Tulane Community Health Center, a National Committee for Quality Assurance (NCQA) Patient-Centered Medical Home, is four blocks from ReFresh.

Hispanics living in the Broad Street neighborhoods

While the number of African Americans living in New Orleans diminished between 2000 and 2010, the number of Hispanics grew. Much is written about the influx of Latino workers in post Hurricane Katrina and data demonstrate the increased Hispanic presence.
The Greater New Orleans Community Data Center analysis of the population in the MidCity neighborhoods (including the Broad Street neighborhoods) from U.S. Census Summary File 1 (SF1) for 2000 and 2010 describes racial and ethnic diversity among Broad Street communities. Residents of the Broad Street neighborhoods served by ReFresh are Black or African American, White, and Hispanic, with the majority being Black or African American and increasingly Hispanic.

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</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>64.3%</td>
<td>55%</td>
<td>78.2%</td>
<td>71.2%</td>
<td>67.8%</td>
<td>49%</td>
<td>92.4%</td>
<td>74.5%</td>
</tr>
<tr>
<td>White</td>
<td>23.2%</td>
<td>27.3%</td>
<td>13.5%</td>
<td>12%</td>
<td>26.7%</td>
<td>41.5%</td>
<td>4.9%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.2%</td>
<td>.7%</td>
<td>5%</td>
<td>3.7%</td>
<td>.9%</td>
<td>.9%</td>
<td>.1%</td>
<td>.4%</td>
</tr>
<tr>
<td>Hispanic (any race)</td>
<td>10%</td>
<td>15.2%</td>
<td>2.6%</td>
<td>11.6%</td>
<td>3.2%</td>
<td>6.3%</td>
<td>1.5%</td>
<td>5.4%</td>
</tr>
</tbody>
</table>

**Health literacy**

Health literacy is the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions. One goal of the National Action Plan to Improve Health Literacy is to support and expand local efforts to provide adult education, English language instruction, and culturally and linguistically appropriate health information services in the community, thus connecting low education levels to health literacy. Degrees of health literacy related to demographic characteristics and levels of education attainment among the residents of the MidCity neighborhoods of Broad Street are extrapolated from the 2003 National Assessment of Health Literacy. The national assessment measured literacy directly through tasks completed by adults and literacy levels are labeled Intermediate, Proficient, Basic, and Below Basic. Hispanic adults had lower average health literacy than adults of any other racial/ethnic group. Average health literacy increased with each higher level of education attainment, beginning with graduation from high school or GED attainment, but 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.

**Technology adoption**

A 2013 report of the Pew Hispanic Center, The Pew Research Hispanic Trends Project, supports the statement that “smart phone is the device they use to access information”. This report, a compilation of three studies, found that Latinos own smart phones, go online with a mobile device, and use social networking sites at similar—and sometimes higher—rates than do other groups of Americans. Spikes in technology adoption among foreign-born Latinos and Spanish-dominant Latinos seem to be the biggest drivers of cell phone ownership and Internet use rates among this segment of the population. Latinos are just as connected as measured by owning a smart phone and using the Internet as other Americans. Among adults, Latinos are just as likely to own a smart phone (49%) as Whites (46%) or Black (50%).

**Income, education, and literacy in the Broad Street neighborhoods**

Local surveys show that residents in the Broad Street neighborhoods likely visiting ReFresh have both low education achievement and low literacy levels. The Lindy Boggs National Center for
Community Literacy at Loyola University New Orleans recently commissioned the Greater New Orleans Community Data Center to explore the role of adult education in furthering economic growth in the greater New Orleans area. The study produced literacy data which indicates that 70% of persons ages 16 and older have literacy levels below 8th grade (39% below the 5th grade level and 31% below the 8th grade level). The Prevention Research Center (PRC) at Tulane University, as a member of The Makin’ Groceries Partnership, surveyed residents of the Bunny Friend and Broad Street neighborhoods (along Broad Street—zip code 70119) in 2013. Unpublished data from this community needs assessment found that 20% of respondents had education levels less than high school, 39% had a GED or graduated high school, and 41% had more than high school education. Poverty maps created by the Greater New Orleans Community Data Center (GNOCDC) also show that the residents of these neighborhoods, who will likely go to ReFresh, have more than the New Orleans average for and low educational attainment (>16.1%), matching the PRC data.

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**Activity, Goals, Objectives, Outcomes, Evaluation**

**GCCM Volunteer training**

A 90-minute lesson plan will be created to train GCCM volunteers and the BFHHC outreach team (DRAFT volunteer lesson plan attached). Topics include:

1. health literacy
2. MedlinePlus
3. attributes of authoritative online health information
4. the teach-back method
5. how to conduct and evaluate the visitor training
6. Resources for more information

Volunteers will watch the American College of Physicians Foundation UTube video on health literacy and learn about project objectives. They will learn about MedlinePlus features using the topic, Nutrition, the attributes of authoritative online health information, about health literacy, and how to train visitors how to evaluate online health information using the North Carolina Program on Health Literacy teach-back method, and how to conduct the visitor training assessment which demonstrates that visitors could state three attributes of authoritative online health information and locate m.MedlinePlus on their smart phone or Center iPad. We will conduct one volunteer training per quarter (4). Password-protected Wi-Fi is available at the GCCM community room for volunteer training. As part of the training, volunteers will be provided with a lesson plan to train ReFresh visitors and be directed to a webpage where more resources can be found.

**Goal 1:** Increase the proportion of online health information seekers who use MedlinePlus features to learn about health

**Objective 1.1:** At least 80% of GCCM volunteers who receive training on MedlinePlus will report three things they learned about the product at the end of the training session.

**Measurable Indicator:** Number of volunteers who can give examples of MedlinePlus features used to learn about health.

**Target (Outcome 1.1):** 80% of volunteers report three things they learned about
Goal 2: Increase the proportion of online health information seekers who can identify authoritative health information

**Objective 2.1:** At least 80% of GCCM volunteers who receive training on evaluating health information will report at least 3 attributes of authoritative online health information.

**Measurable Indicator:** % of volunteers who state at least 3 attributes of authoritative online health information.

**Target (Outcome 2.1):** 80% of volunteers will correctly state at least 3 attributes of authoritative online health information

**Time Frame:** Immediately after training

### GCCM Volunteer training assessment

An online survey (Qualtrics) will be created to assess what GCCM volunteers and the BFHHC outreach team learned about MedlinePlus features, attributes of authoritative online health information, health literacy, and using the teach-back method to train visitors how to evaluate online health information. Immediately after each training (4), GCCM volunteers and the BFHHC outreach team will be sent a link 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 UTube video on health literacy)
- give examples of using the teach back method

### GCCM Volunteer Training, Activity, and Assessment Timeline

<table>
<thead>
<tr>
<th></th>
<th>Q1 2014</th>
<th>Q2 2014</th>
<th>Q3 2015</th>
<th>Q4 2015</th>
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</thead>
<tbody>
<tr>
<td>Training</td>
<td>May</td>
<td>Jun</td>
<td>July</td>
<td>Aug</td>
</tr>
<tr>
<td>Activity</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Assess</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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### GCCM Visitor training

GCCM volunteers will receive training on how to train visitors how to evaluate online health information using the North Carolina Program on Health Literacy teach-back method, and how to conduct the visitor training assessment which demonstrates that visitors could state three attributes of authoritative online health information and locate m.MedlinePlus on their smart phone or Center iPad. (DRAFT visitor lesson plan attached).
On training days, the volunteer will review the lesson plan and be prepared to interact with visitors. Folding tables and chairs will be placed in the Refresh lobby, courtesy of either the Broad Community Connections or GCCM. Holding an iPadAir, volunteers and the BFHHC outreach team will introduce themselves and ask visitors if they have some time (@15 minutes) to learn about trustworthy health information. If interested, volunteers will ask if visitors would like to use the iPad, or their own mobile device. If visitors want to use their own device, volunteers will explain that visitors should join the public-access WIFI network in the ReFresh lobby, provided by BCC. Also they will 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. If the visitor is Hispanic and the volunteer has Spanish-language skills, the volunteer will conduct the training/demonstration in Spanish. The volunteer will determine what the visitor wants information about. Following training, visitors will be given a Deciphering Medspeak brochure.

**Goal 3:** Increase the proportion of online health information seekers who can identify authoritative health information

<table>
<thead>
<tr>
<th>Objective 3.1:</th>
<th>At least 50% of GCCM visitors who interacted with volunteers will state at least 3 attributes of authoritative online health information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Indicator:</strong></td>
<td>% of visitors to community center who state at least 3 attributes of authoritative online health information.</td>
</tr>
<tr>
<td><strong>Target (Outcome 3.1):</strong></td>
<td>50% of visitors who interacted with volunteers will correctly state at least 3 attributes of authoritative online health information</td>
</tr>
<tr>
<td><strong>Time Frame:</strong></td>
<td>Immediately after instruction</td>
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</table>

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Evaluation Method</th>
<th>Data Collection Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visitors to community center</td>
<td>Volunteers will complete an online visitor survey immediately after visitor interactions</td>
<td>Immediately after instruction</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Objective 4.1:</th>
<th>At least 50% of GCCM visitors who interacted with volunteers will demonstrate easily accessing m.MedlinePlus using an iPad or smart phone</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Indicator:</strong></td>
<td>% of visitors to community center who demonstrate easily accessing m.MedlinePlus on an iPad or smart phone.</td>
</tr>
<tr>
<td><strong>Target (Outcome 4.1):</strong></td>
<td>25% of visitors who interacted with a volunteer showed the volunteer an m.MedlinePlus webpage on an iPad or smart phone.</td>
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<tr>
<td><strong>Time Frame:</strong></td>
<td>Immediately after demonstration</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Evaluation Method</th>
<th>Data Collection Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visitors to community center</td>
<td>Visitors will be asked to show volunteers a webpage they located on m.MedlinePlus, on their smart phone or iPad</td>
<td>Immediately after demonstration</td>
</tr>
</tbody>
</table>
GCCM Visitor training assessment
Using an online survey, we will seek to understand if visitors can correctly state three attributes of authoritative online health information and locate a diet/nutrition webpage on m.MedlinePlus using either their smart phone or the Center iPad. Immediately after each training, volunteers will complete an online survey which assesses visitor ability to locate a diet/nutrition webpage on m.MedlinePlus using either their smart phone or the Center iPad.

GCCM Visitor Training and Assessment Timeline

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<thead>
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<th></th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
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<tbody>
<tr>
<td></td>
<td>May</td>
<td>Jun</td>
<td>July</td>
<td>Aug</td>
</tr>
<tr>
<td>Training</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Assess</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Attached
GCCM Volunteer Lesson Plan
GCCM Visitor Lesson Plan

References


## GCCM Volunteer Lesson Plan

<table>
<thead>
<tr>
<th>Contact Name</th>
<th>Chef Leah Saris, Program Director, Goldring Center for Culinary Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title</td>
<td>GCCM Volunteer and BFHHC outreach team training</td>
</tr>
<tr>
<td>Time, Date, Place</td>
<td>July and October, 2014, January and April, 2015. The time is to be determined (@90 minutes) at the GCCM community room</td>
</tr>
<tr>
<td># of volunteers</td>
<td>20 GCCM volunteers and the neighboring Brinton Family Health and Healing Center (BFHHC) outreach team (one Community Health Worker and two lay health advocates)</td>
</tr>
<tr>
<td>Librarian Name</td>
<td>Elaine Hicks</td>
</tr>
</tbody>
</table>

### GCCM trainer materials

- iPad (with password-protected GCCM-provided wireless connectivity)
- Sign-in sheet to record volunteer email addresses
- Outreach Activity Participant Information Sheet
- Instructional websites including Spanish-language resources:
  - Health Literacy
    - Healthy People 2020 Health Communication Objective, [Health Communication](#)
    - 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
    - [North Carolina Program on Health Literacy: The teach-back method](#)
    - [ACP Video](#)
    - [MedlinePlus® health literacy page](#)
  - HP2020 goals
    - [Health literacy : HC/HIT-4, -9](#)
  - About authoritative health information
    - Deciphering Medspeak (Plain Language)
    - [CRAAP test](#)
    - Evaluating Health Information/MedlinePlus:
      - MLA Users Guide
      - Health on the Network Code (HON)
      - Guide to healthy web searching
  - Matas Consumer Health Guide
  - Matas Consumer health community guide in Spanish
  - Medline Plus:
    - Mobile
    - EnEspanol

### GCCM volunteer and BFHHC outreach team materials

- 3 iPad Airs with 16G and WIFI-enabled
- Deciphering Medspeak brochures
- Patient scenarios to practice teach-back method
- Visitor lesson plan
- Online visitor evaluation survey

### Preparation for Class

- Select a topic in Medline Plus related to diet/nutrition online health information (i.e. Nutrition)
  - Print
    - Outreach Activity Participant Information Sheet (1)
### Introduction

1. **Health Literacy**
2. **Project objectives**

#### Before session: Volunteer completes evaluation forms
- Sign-in sheet (names and email addresses for the evaluation e-mail survey)
- Outreach Activity Participant Information Sheet

#### View ACP health literacy video

The National Library of Medicine/NIH is funding the Matas Library to train GCCM volunteers and local lay health advisors to identify the attributes of authoritative online health information and, using an iPad (or the visitor’s smart phone), demonstrate to Project Refresh visitors how to evaluate diet/nutrition online health information using m.MedlinePlus and other authoritative, plain-language health websites.

#### Goals:
Using online surveys, we will seek to understand if
1. GCCM volunteers and the BFHHC outreach team learned about MedlinePlus features, attributes of authoritative online health information, health literacy, and using the teach-back method to train visitors how to evaluate online health information.
2. GCCM visitors can correctly state three attributes of authoritative online health information and locate a diet/nutrition webpage on m.MedlinePlus or other authoritative resource using either their smart phone or the Center iPad.

#### Objectives:
1. At least 80% of GCCM volunteers who receive training on MedlinePlus will report one or more things they learned about the product at the end of the training session.
2. At least 80% of GCCM volunteers who receive training on evaluating health information will report at least 3 attributes of authoritative online health information.
3. At least 50% of GCCM visitors who interacted with volunteers will state at least 3 attributes of authoritative online health information.
4. At least 50% of GCCM visitors who interacted with volunteers will demonstrate easily accessing m.MedlinePlus using an iPad or smart phone.

#### Comprehension Check

Q: What are some challenges GCCM visitors may face with regards to health information?
A: Visitors may have low health literacy: They don’t understand food/nutrition terms, read recipes, or understand food preparation instructions. Also, English as a second language and cultural issues as regards to communicating health information needs may be a challenge.

#### Transition

Now we’re going to explore MedlinePlus and learn about attributes of authoritative health information.

**Teaching Strategy 1:** Medline Plus is a website of carefully selected links to Web resources with health information on over 800 topics to help...
| Demonstration | consumers find appropriate, authoritative health information.  
1. MedlinePlus tour 
2. Explore how Medline Plus can be used as ‘one-stop-shop’ to learn about nutrition.  
   - Use the Search Box to locate information on NUTRITION and refine results by Type (Nutrition)  
   - Using Nutrition, review all the types of resources and topics including languages, health check tools, encyclopedia, etc.  
   - Select Healthy Grocery Shopping and click on Espanol  
   - Low literacy: Return to home page, locate Easy To Read button, locate Nutrition from the topics. Notice that Rules for Healthy Eating resource is available in Spanish  
3. About authoritative health information  
4. Review attributes of authoritative health information using MedlinePlus Evaluating Health Information  
5. Watch the NLM tutorial | Time: | 
| Comprehension Check | Q: Using MedlinePlus in a public setting, how can you help people judge the authority of a health topic? 
A: Locate the webpage date, locate author, etc. | Time: @2:00 |
| Transition | Check out the social network features 
- Click on the FB icon to post on your newsfeed. 
- Click on Twitter icon to share 
Locate the mobile version of Medline Plus | Time: @20:00 |
| Teaching Strategy 2 | Teaching Strategy 3 | Time: |
| 6. The teach-back method | 7. Watch a video on using the “teach back” method for patient education |
8. Oral communication best practice:  
   - Communication is 2-way  
   - Use “teach back” when giving instructions  
   - Avoid medical jargon  
   - Use commonly understood words  
   - Limit information to 2-3 key messages  
   - Use MedlinePlus videos  
   - At the end of your visitor encounter, ask the visitor what questions they have about using MedlinePlus or evaluating online health information. It is important to using the phrase “what questions,” rather than “do you have any questions about MedlinePlus?” to avoid setting yourself up for a “yes” or “no” answer.  
9. Before searching MedlinePlus with a visitor, determine  
   - Visitor information needs (i.e. what the visitor wants information about and why) | Distribute visitor scenarios  
Using visitor scenarios, instruct volunteers and outreach team to work in pairs using an iPad to locate authoritative health information using MedlinePlus using the ‘teach back’ method. | Time: @20:00 |
<table>
<thead>
<tr>
<th>Comprehension Check</th>
<th>Pairs share with the group your experience</th>
<th>Time: @5:00</th>
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</thead>
<tbody>
<tr>
<td>Transition</td>
<td>Take a minute to bookmark Medline Plus on your mobile devices. Hand out Deciphering Medspeak brochures for training</td>
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</table>

### Teaching Strategy 4

#### Review visitor training:
- objectives
- lesson plan evaluation method

#### Objectives
- At least 50% of GCCM visitors who interacted with volunteers will state at least 3 attributes of authoritative online health information.
- Online survey completed by volunteer

#### Review visitor lesson plan: Using an iPad or smart phone
1. Demonstrate how to locate m.MedlinePlus using
2. Select a MedlinePlus Nutrition Topic page and show visitors at least 3 attributes which make it authoritative
3. Review visitor evaluation plan
4. Using a link to an online survey, immediately after training, volunteers will complete a survey about the training.

#### Summarize the session
Provide contact information
Make sure volunteers have completed
- Outreach Activity Participant Information Sheet
- Sign-in sheet with note to print email address clearly

Immediately after each training, GCCM volunteers and the BFHHC outreach team will be sent a link 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 UTube video on health literacy)
- give examples of using the teach back method

### Resources
Instructional websites including Spanish-language resources:
NLM notepads created for a previous Resource Library outreach award
MedlinePlus small bookmarks
The National Heart, Lung, and Blood Institute’s Heart Healthy Home Cooking African American Style
American College of Physician’s Diabetes Guide
Mobile websites such as:
  Healthfinder.gov Nutrition topic page
  NHLBI Delicious Heart Healthy Recipes
  CDC’s Healthy Weight Recipes

| For next time |

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### GCCM Visitor Lesson Plan

<table>
<thead>
<tr>
<th>Contact Name</th>
<th>Chef Leah Saris, Program Director, Goldring Center for Culinary Medicine</th>
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</thead>
<tbody>
<tr>
<td>Lesson Title</td>
<td>Locate and evaluate diet/nutrition online health information on mobile devices</td>
</tr>
<tr>
<td>Time, Date, Place</td>
<td>July, 2014 - April, 2015. The time is to be determined (@10 minutes) in the Refresh Lobby</td>
</tr>
<tr>
<td># of visitors</td>
<td>1 GCCM volunteer or Brinton Family Health and Healing Center outreach team member: 1 visitor</td>
</tr>
<tr>
<td>GCCM volunteer BFHHC outreach team member materials</td>
<td>1. iPad (with password-protected GCCM-provided wireless connectivity) bookmarked with instructional websites including Spanish-language resources and online survey: 2. Visitor lesson plan 3. Deciphering Medspeak brochures</td>
</tr>
</tbody>
</table>

#### Preparation for visitor training

1. Select a topic in Medline Plus related to diet/nutrition.
   a. go to the topic page
   b. find a video
   c. locate information on the webpage which indicates that the information is authoritative
2. Review the topic page and find a related video. Locate
3. Review attributes of authoritative health information using MedlinePlus Evaluating Health Information
4. Watch the NLM tutorial
5. Review objectives:
   a. At least 50% of GCCM visitors will state at least 3 attributes of authoritative online health information.
   b. At least 50% of GCCM visitors will demonstrate easily accessing m.MedlinePlus using an iPad or smart phone

#### Teaching Strategy 1

1. Permission
2. Accessing m.MedlinePlus using an iPad or smart phone
3. Introduce self as GCCM volunteer or BFHHC outreach team member.
4. Ask visitor if they have @15 minutes to learn about trustworthy health information.
5. 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.
6. Explain that this is not research and no information about this interaction will be used for any purpose other than

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| Use teach-back method for comprehension check | Ask the visitor what questions they have about MedlinePlus | Time: @2:00 |
| Ask the visitor to find m.MedlinePlus on a device (theirs or yours) |  |

**Teaching Strategy 2**

**Attributes of authoritative online health information**

- Ask visitor how they judge the trustworthiness of online health information.  
  Return to a MedlinePlus page.  
  Explain that we want current, unbiased information based on research
  - Webpage date (is the information current?)  
  - Author (is it an expert?)  
  - Who is responsible for the content of the website (government, company)?  
  - Do they want your personal information?  
  - Is this an advertisement for a product?  
  Time: @8:00

**Comprehension Check**

- Ask the visitor what questions they have about trustworthy online health information  
  Ask visitor to state at least three attributes of trustworthy online health information (i.e. webpage date, locate author, organization which created the page.)  
  Time: @2:00

**Closing**

- Ask the visitor to take a minute to bookmark Medline Plus on their mobile device.  
  Give the visitor a Deciphering Medspeak brochures  
  Thank them for their time.  
  Give them contact information for the GCCM
<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Immediately after each training, volunteer completes an online survey which asks them to state if the visitor was able to</th>
</tr>
</thead>
</table>
|            | 1. find m.MedlinePlus on a device state  
|            | 2. state least three attributes of a trustworthy online health information                                              |

| Resources   | Health Literacy  
|            | ACP Video  
|            | MedlinePlus®[health literacy page](http://www.medlineplus.gov/health/literacy.html):  
|            | Healthy People 2020 Health Communication Objective, [Health Communication](http://www.healthliteracy.com/)  
|            | Matas Consumer Health Guide  
|            | Matas Consumer health community guide in Spanish:  
|            | Health literacy:  
|            | Patient education  
|            | North Carolina Program on Health Literacy: The teach-back method:  
|            | Deciphering Medspeak (Plain Language): Medical Library Assn  
|            | About authoritative health information  
|            | CRAAP test:  
|            | Evaluating Health Information/MedlinePlus:  
|            | MLA Users Guide  
|            | Health on the Network Code (HON):  
|            | Guide to healthy web searching:  
|            | Medline Plus:  
|            | Mobile  
|            | EnEspanol: |

| For next time |