

HEALTH LITERACY PROGRAM FOR MINNESOTA SENIORS (HELP MN SENIORS)

Evaluation Summary

"I found the workshops most interesting and helpful. [I] have incorporated some of the ideas in recent conversations during recent visits to my medical facility. The computer sessions had lots of good sources which I have also used. All in all a very worthwhile experience. Thank You"

--Workshop Participant; Email received March 7, 2010

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EXECUTIVE SUMMARY

The Health Literacy Program for Minnesota Seniors (HeLP MN Seniors) is a joint project between the University of Minnesota's Health Sciences Libraries and the Minnesota Health Literacy Partnership. The goal of the project is to develop an evidence-based training program to build capacity and improve the health literacy status of seniors in Minnesota.

To assess the value of the training program, a two-part workshop series was created focusing on clear communications with health care providers and seeking health information on the Internet. These workshops were pilot-tested with residents of a senior living community to inform the development of the model training program. Evaluation activities conducted in concert with the pilot workshops have been completed and are detailed in this document. They include:

- Needs Assessment: Pre-workshop focus groups.
- Intervention Assessment: Workshop pre- and post-tests.
- Outcomes Assessment: Post-workshop survey.

The results of the needs assessment focus groups indicate that being and staying informed are the biggest concerns related to seeking health information. The most-used information source is healthcare providers, followed by information sheets and Internet resources. The two most important factors that promote good communication with healthcare providers are having a personal relationship with providers and being able to self-advocate. General topics of interest include drugs (costs, interactions, side effects) and cost of care (drugs, procedures, insurance).

Fifty-two participants attended the workshops, representing 33 individuals. Workshop evaluation results demonstrate an increased awareness of key steps to improving health literacy and consumer empowerment among participants. Participants also indicate an overall positive experience related to the workshop content and the workshop trainers. The most significant findings show that after the workshops, participants agree more strongly that they would take notes during medical appointments and follow-up with healthcare providers when questions arise. They also indicate that they know what questions to ask and will ask questions until they understand. Participants also agree more strongly that they have an increased comfort in looking for and finding health information on the Internet, an increased ability to evaluate the quality of the information they find online, and an increased tendency to discuss this information with their healthcare providers.

The post-workshop survey results show high marks for both workshops, and both workshops would be recommended to friends. Respondents indicate that they would like more or the same amount of information for each workshop. Several workshop tools and tips have been used by participants since they attended the workshops including visit plans and MedlinePlus. Participants also indicate that they are more empowered to ask questions and more successful in finding online health information.

INTRODUCTION

Low health literacy negatively impacts the health and well-being of seniors, an underserved population that is disproportionately affected by chronic disease and illness. Few programs exist to address the specific health literacy needs of older adults, and there is a lack of evidence-based programs in particular.

To address this need, the University of Minnesota's Health Sciences Libraries and the Minnesota Health Literacy Partnership have joined to develop the Health Literacy Program for Minnesota Seniors (HeLP MN Seniors). The goal of HeLP MN Seniors is to create an evidence-based health literacy training program to help older adults improve communication with their health care providers and find and assess health information on the Internet so they can become active participants in the patient care partnership.

Through the work of a multi-disciplinary team of health sciences librarians, health literacy specialists, public health professionals, and senior care specialists, a two-part workshop series was created focusing on clear communications with health care providers and seeking health information on the Internet. The workshops were then pilot-tested with residents of a senior living community. The pilot testing incorporated structured evaluation tools consisting of needs assessment focus groups, intervention assessment pre- and post-tests, and an outcomes assessment survey. The evidence gathered through this process has informed the development of a model training program that can be used by those interested in improving the health status of seniors.

NEEDS ASSESSMENT FOCUS GROUPS

METHODS

Two focus groups were held in advance of the workshops. The purpose of the focus groups was to gain a better understanding of the health literacy and health information needs of seniors. Recruitment for the focus groups was done during the sign-up sessions held on a monthly basis at Boutwells Landing.

A total of 11 participants attended the focus groups that were held on July 20 and July 27, 2010. The focus groups were co-facilitated by the Principal Investigator and the acting Project Manager. The focus group discussions were guided by a set of questions developed in advance and approved by the University of Minnesota Institutional Review Board (IRB) (Appendix A). The sessions were recorded with a digital voice recorder.

The recorded conversations were transcribed by HeLP MN Seniors evaluators. The transcriptions were reviewed to identify primary topics. Each of these topics was assigned an alphabetical code (e.g., [A], [B], ... [NN]). The transcripts were then re-read and relevant topics were tagged with their corresponding code. When a topic was introduced and followed by agreement by the other participants, it was only tagged once for the initial introduction. When the tagging of the transcripts was completed, the occurrence of each code was counted to determine the total number of times each topic appeared within the transcripts. This information was organized into a table and the values were sorted with the most prevalent topics listed first (Table 1).

FINDINGS

Participants from both of the needs assessment focus groups indicated that they went to the doctor regularly and could therefore comment about their health communication and health information seeking experiences.

For the seniors participating in the focus groups, being and staying informed about health and healthcare is very important. The quality of health information as well as having too much information/being able to process information is of particular concern.

Seniors turn to many resources for finding health information, though their primary source of information is their healthcare providers. Doctors are consulted most frequently, followed by other healthcare providers (i.e., nurses, nurse practitioners, nurse educators). Pharmacists also play a large role in the information delivery process and are often called upon to answer questions about medications. Other information sources frequently used by focus group participants include provider information sheets and Internet resources. Books, television, and newspapers are also mentioned as sources of health information.

The primary factor determining the quality of communication between seniors and their healthcare providers is having a personal relationship. Words used by seniors to describe a good patient-provider relationship are trust and having a good bedside manner. They also mention the importance of finding the right doctor. Being able to self-advocate is also seen as a very important part of patient-provider communication. On a similar note, there is a general concern by focus groups participants that many seniors do not have the interest, skills, or ability to advocate for themselves. Needs assessment findings also show that access to personal health information is very important and that Electronic Medical Records (EMRs) help seniors navigate the healthcare system. EMRs also improve communication since they facilitate information-sharing between multiple providers.

Factors hindering good patient-provider communication include lack of provider time and the complexity of medical language and health information. Seniors use several tools to support good communication with their providers. These include inviting friends and family to the appointment, bringing a list of questions, and taking notes.

Seniors are very concerned with their medications, both prescription and over-the-counter. Particular concerns include drug interaction, side effects, and costs. Cost of insurance and procedures is referenced on several occasions. Health reform and health policies are also topics of interest.

Participants indicate several strong emotions related to interactions with healthcare providers and associated experiences. Most of the emotions have negative connotations. They include scared, afraid, mad, upset, apprehensive, impatient, infuriated, threatened, stressed, and shocked.

There was one request for good handouts for the workshops so they could be used for future reference. There was also one mention of the value of pictures with medical information. In this case, the participant was talking about physical therapy information.

Table 1: Needs Assessment Focus Group Analysis

Theme	Topic	Focus Group I Totals	Focus Group II Totals	TOTAL
Information Seeking	Being/Staying informed (as important)	9	5	14
	Quality of Information (as concern)	5	2	7
	Too much information/processing information (as concern)	5	2	7
	No computers/lack of computer literacy (as concern)	0	4	4
Information Sources	Information sheet from provider (formal/informal)	11	3	14
	Internet, including specific websites	3	5	8
	Doctor	5	2	7
	Other provider (not pharmacist, doctor)	6	0	6
	Pharmacist	2	3	5
	Book	3	2	5
	Television	2	1	3
	Newspaper	1	2	3
	Newsletter from provider	2	0	2
	Library (Hospital/Other)	1	1	2
	Classes	2	0	2
	Family/Friends	1	0	1
	Magazines	0	1	1
Communication with Providers	Personal relationship (as important) – i.e., trust, bedside manner, finding the right doctor	9	5	14
	Patient as advocate (as important)	6	8	14
	Others' lack of interest/ability to question/fear of advocating for themselves (as concern)	6	4	10
	Access to/carrying of personal health information (as important) – i.e., test results, x-rays	3	6	9
	Lack of provider time (as concern)	4	2	6
	Bringing family/friends to appointment (as helpful)	5	1	6
	List of questions (as important)	3	2	5
	Complexity of language/ information (as concern)	3	2	5
	Electronic Medical Record (as positive)	2	3	5
	Note taking (as important)	0	4	4
	Privacy/confidentiality (as concern)	0	4	4
	Ability to contact for follow-up questions (as important)	3	0	3
	Forgetting questions at appointment (as concern)	1	1	2
	Intake form (as positive)	1	0	1
	Post-treatment survey (as positive)	1	0	1
	Communication barriers (as concern) – i.e., hearing, language	0	1	1
Topics of Interest	Drugs (prescription and over-the counter) – i.e., side effects, interactions, labeling, advertisement	6	4	10
	Cost of drugs/insurance/procedures	3	6	9

	Health reform	0	3	3
	Specific health concerns	0	1	1
	Test result interpretation	1	0	1
Other	Emotions	5	6	11

INTERVENTION PRE- AND POST-TESTS

METHODS

Two, 1.5 hour workshops were prepared as part of the HeLP MN Seniors project. The workshops were designed and delivered by the project's Health Literacy Specialist and Health Information Specialist. The first workshop was on communicating with your healthcare provider and the second was on finding credible health information on the Internet. Each workshop was held a six times between September and November 2009, for a total of twelve workshops. Fifty-two participants attended the workshops, representing 33 individuals.

IRB-approved pre- and post-tests were included as part of the HeLP MN Seniors workshops to determine the immediate impact of the intervention. The original tests were multiple choice and were designed to measure knowledge gained by participants. This was to be done by having participants answer specific questions, such as defining health literacy, both before and after the workshops (Appendix B). This approach was abandoned after the first workshop since it took participants over thirty minutes to complete the tests and, therefore, did not leave adequate teaching time. Revised pre- and post-tests were created for each workshop (Appendix C). They were designed using a Likert scale. Participants were asked if they agree strongly, agree somewhat, were neutral, disagree somewhat, or disagree strongly with a series of statements related to workshop content. Participants were also invited to leave comments in response to open-ended questions about what they hoped to get out of the workshop (pre-test) and what they thought of the workshop (post-test).

The project evaluator graded both the original and the revised the pre- and post-tests. The results of the original multiple choice tests were calculated based on number correct out of the total possible, resulting in a percentage correct (Table 3). The responses to the revised, Likert scale tests were assigned numeric values as follow in Table 2 below. The totals for each question were summed and an average was calculated in order to determine the difference between the pre-test and the post-test results.

Table 2: Lickert Scale Numeric Values

Response	Value
Agree Strongly	5
Agree Somewhat	4
Neutral	3
Disagree Somewhat	2
Disagree Strongly	1

FINDINGS

Workshop evaluation results demonstrate an increased awareness of key steps to improving health literacy and consumer empowerment among participants (Table 2, Table 4, Table 6). Participants also indicate an overall positive experience related to the workshop content and the workshop trainers (Table 5, Table 7).

Workshop I: Communicating with your Healthcare Provider

Based on the results from the multiple choice data, participants attending Workshop I indicate knowledge gained for each of the questions asked, most significantly for the questions about the value of note-taking and defining health literacy (Table 3). Overall, there was 13.21% increase in the number of correct responses between the workshop pre- and post-tests. This shows that the workshops increased participant knowledge of workshop content.

Table 3: Multiple Choice Pre- and Post-Test Analysis: Workshop I: Communicating with your Healthcare Provider

Questions	Pre-Test	Post-Test	Difference (Pre –Post Test)
Define health literacy	72.73% (n=11)	88.89% (n=9)	+16.16%
Percent of Americans with good health literacy	91.67% (n=11)	100.00% (n=9)	+8.33%
What to do if you do not understand your healthcare provider	91.67% (n=12)	100.00% (n=10)	+8.33%
The value of taking notes during medical appointments	75.00% (n=12)	100.00% (n=10)	+25.00%
What to do if you have a question during a medical appointment	91.67% (n=12)	100.00% (n=10)	+8.33%
TOTAL	84.75%	97.96%	+13.21%

The results of the Likert scale tests for Workshop I also show increases in every post-test measure (Table 4). When participants were asked if they knew what questions to ask at medical appointments, pre-test results show a mean score of 4.18 (n=17) as compared to the post-test mean of 4.71 (n=17) for a difference of +0.53. Participants also indicate that they agreed more strongly that they would take notes during their medical appointments (+0.88), follow up with questions (+0.65), take a friend to appointments (+0.58), and ask for clarification from providers (+0.51). They also agree more strongly that they were comfortable obtaining, understanding and acting upon health information (+0.29).

Table 4: Likert Scale Pre- and Post-Test Analysis: Workshop I: Communicating with your Healthcare Provider

Question	Pre-Test Average	Post-Test Average	Difference (Post - Pre Test)
I feel comfortable in my ability to obtain, understand and act on health information.	4.24 (n=17)	4.53 (n=17)	+0.29
I know what questions to ask at my medical appointments.	4.18 (n=17)	4.71 (n=17)	+0.53
When something my doctor says is not clear to me, I ask questions until I understand.	4.25 (n=16)	4.76 (n=17)	+0.51
I usually take notes during my medical appointments.	3.47 (n=17)	4.35 (n=17)	+0.88
I usually take a spouse, friend or relative with me to my medical appointments.	3.24 (n=17)	3.82 (n=17)	+0.58
If I think of a question after a medical appointment, I call my doctor's office to ask the question.	3.29 (n=17)	3.94 (n=17)	+0.65
TOTAL AVERAGE	3.78	4.35	+0.57

Table 5: Comments: Workshop I: Communicating with your Healthcare Provider

Test	Question	Comment
Pre-Test	Comments about what you hope to get out of this workshop today.	I am a retired RN and am open to learning!
		Any new contacts or references on the subject.
		Confidence in contact with medical facilities.
Post-Test	Comments about today's workshop.	Motivated - internet. Ahrq.gov
		I really appreciated the attention to my <u>hearing</u> . The presentation was very good (stimulating).
		A good review of what we should do before, during, and after a visit. I hope to review your presentation and use what you suggested.
		Learned new ideas. Excellent presentation.

Workshop II: Finding Credible Health Information on the Internet

The pre- and post-test results for Workshop II are similarly positive (Table 6). The most significant difference between pre- and post-tests is shown in the response to the statement, “I typically find health information on the Internet and discuss it with my doctor.” In this case, the pre-test mean was 2.24 (n=20) as compared to the post-test mean of 4.22 (n=19) for a difference of +1.80. When participants were asked if they feel comfortable looking for health information on the Internet, pre-tests results show a mean score of 3.68 (n=21) as compared to the post-test mean of 4.61 (n=18) for a difference of +0.93.

Participants attending Workshop II wanted to know more about what sites to visit and how to find credible health information (Table 7). Pre and post-test results show an increased sense of empowerment in each of these areas. After attending the workshops, participants indicate that they agree more strongly that they could find good health information on the Internet (mean difference of +0.84) and that they could tell the difference between good and bad information (mean difference of +1.02).

Table 6: Likert Scale Pre-and Post-Test Analysis: Workshop II: Finding Credible Health Information on the Internet

Question	Pre-Test Average	Post-Test Average	Difference (Post - Pre Test Average)
I feel comfortable looking for health information on the Internet.	3.68 (n=21)	4.61 (n=18)	+0.93
I can find good health information on the Internet.	3.79 (n=21)	4.63 (n=19)	+0.84
I can tell the difference between good and bad health information on the Internet.	3.26 (n=21)	4.28 (n=18)	+1.02
I typically find health information on the Internet and discuss it with my doctor.	2.42 (n=20)	4.22 (n=18)	+1.80
TOTAL AVERAGE	3.29	4.44	+1.15

Table 7: Comments: Workshop II: Finding Credible Health Information on the Internet

Test	Question	Comment
Pre-Test	Comments about what you hope to get out of this workshop today.	Directions to sites on computers that will be helpful for my own situation as well as general info.
		# 3 (I can tell the difference between good and bad health information on the Internet.)
		I practiced medicine for 60 yr and without know[ing] how about (sic) Internet medical information and I'm trying to learn to feel at home with computer and the PHR.
		Don't use computer.
		My records are electronic and I hope learning more about use of the computer related to health may help me.
		Learn about new sites.
		To determine what health info is factual and credible and that which is not.
Post-Test	Comments about today's workshop.	Thanks for providing a good/better start for me.
		Good job!
		Excellent information presented very well.
		This is a good beginning. I do think that details people look for aren't easily found like virtual colonoscopy but colonoscopy is available.
		Very Very Good. A+.
		Good presentation. Should have had more time.
		Great presentation. Thank you.
A good start.		

OUTCOMES ASSESSMENT SURVEY

METHODS

The original study protocol indicated the use of post-workshop focus groups to gather outcomes data. The focus groups were to be held in spring 2010 so participants had the time to visit their health care providers after they attended the workshops. Additionally, a later spring date was selected to accommodate participants who spent their winters in warmer climates.

Invitations to attend the focus group were sent via U.S. Mail to each of the 33 participants who attended one or both of the workshops. The letters were sent so they arrived one week in advance of the scheduled

focus group date of March 10, 2010. None of the participants responded to the invitations or attended the focus group.

In consultation with the Communications Director and Events Coordinator at Boutwells Landing, it was decided that a follow-up questionnaire should be sent to the participants in order to gather outcomes data. IRB approval for this change in protocol was granted on March 12, 2010.

The questionnaire was developed from the IRB-approved post-workshop focus group guiding questions (Appendix D). The final questionnaire had a total of seventeen questions, including fourteen multiple choice and three open-ended questions (Appendix E). These questions related to 1) the quality of the information presented (i.e., was it interesting and/or helpful), 2) The format of the workshops (i.e., were the hands-on computer sessions useful), and 3) the value of the information presented (i.e., was the information used).

In compliance with the IRB-approved protocol, informed consent information was included the survey cover letter (Appendix E). Additionally, to protect respondent privacy, no personal information was requested and no link could be made between individuals and their responses.

The final questionnaires were sent to Boutwells Landing on March 16, 2010. The packets included a personalized cover letter, the questionnaire, and a self-addressed, stamped envelope. A packet was prepared for each of the 33 individuals who participated in one or both of the workshops. To further protect the privacy of the respondents, mailing addresses were added by the Communications Director and Events Coordinator at Boutwells Landing. The information packets were then sent via U.S. Mail to 31 individuals since one participant was no longer at Boutwells Landing and another was deceased. A response date of March 31, 2010 was requested. Seventeen questionnaires were returned. Data was input into an Excel spreadsheet for analysis.

FINDINGS

Seventeen of the 31 questionnaires were returned by the survey deadline, for a 55% response rate. One survey was returned blank, with a note indicating that neither workshop was attended. Another respondent returned a hand-written note on the back of the cover letter indicating that she did not recall attending the workshops and was not able to complete the questionnaire (Table 7). This indicates that outcomes evaluation surveys may need to be administered within a shorter time frame.

Based on the responses from the remaining 15 questionnaires, 6 (43%) attended Workshop I only, 2 (14%) attended Workshop II only, and 6 (43%) attended both workshops (Table 7). Reasons for not attending both workshops included time conflicts (3, 33%) and discomfort using computers (4, 44%).

Those attending Workshop I on communicating with your healthcare provider gave an overall positive response. Eleven out of 12 respondents (92%) gave the workshop a grade of an A (5, 42%) or B (6, 50%). The same amount (11, 92%) would recommend the workshop to a friend. Additionally, all participants (11, 100%) would have liked future workshops to include either the same amount of information (5, 45%) or more information (6, 55%).

The responses from those attending Workshop II on finding online health information were equally positive. All respondents (7, 100%) gave the workshop either an A (4, 57%) or a B (3, 43%), and all (7, 100%) would recommend the workshop to a friend. All participants (6, 100%) would have liked future workshops to include the same amount of information (2, 33%) or more information (4, 67%). For those

attending Workshop II, 5 (71%) indicate that access to computers during the workshop were very helpful and 2 (29%) indicate they were somewhat helpful.

In terms of outcomes, all respondents (14, 100%) indicate that they have visited a healthcare provider since they attended the workshops. Of those, 12 (92%) indicate they were more empowered to ask questions at their visit with 8 (61%) responding “Yes, somewhat” and 4 (31%) responding “Yes, very.” When asked if they looked for online health information since attending the workshops, 5 (42%) indicate that they had and 7 (58%) indicate that they had not. This includes some people who did not attend Workshop II on finding online health information. Six respondents (55%) indicate that they felt more successful in finding health information on the Internet and an additional 5 (45%) did not look for online health information. Again, some of these respondents did not attend Workshop II. Participants have also used several of the workshop tips and tools. Eight (50%) indicate they made a visit plan and 4 (25%) indicate they looked something up on MedlinePlus. Each of the following tips and tools were applied by one (6%) respondent:

- Used “Ask Me 3” questions
- Evaluated online health information
- Used Questions are the Answer
- Brought a friend or family member to medical appointments for the first time.

No respondents indicate that they created a record in Microsoft Health Vault and no respondents indicate that they took notes for the first time

Table 7: Outcomes Assessment Findings

Q.1: Which workshops did you go to?	Number	Percent (n=14)		Q.9: For the workshop on finding health information on the Internet, how helpful was it to have a computer?	Number	Percent (n=12)	Percent (n=7)
Communicating with your healthcare provider	6	42.86%		Very helpful	5	41.67%	71.43%
Finding health information on the Internet	2	14.29%		Somewhat helpful	2	16.67%	28.57%
Both of them - communicating with your healthcare provider and finding health information on the internet	6	42.86%		Not at all helpful	0	0.00%	0.00%
				I did not go to this workshop	5	41.67%	
Q.2: If you only went to one workshop, please explain why you did not go to the other one:	Number	Percent (n=9)		Q.10: What grade would you give the workshop about finding health information?	Number	Percent (n=12)	Percent (n=7)
The workshop was at a time I could not attend	3	33.33%		A	4	33.33%	57.14%
I was not interested in the topic of the workshop	0	0.00%		B	3	25.00%	42.86%
I am not comfortable using the computer or Internet	4	44.44%		C	0	0.00%	0.00%
Other reason. Please describe:	2	22.22%		D	0	0.00%	0.00%
				I did not go to this workshop	5	41.67%	

Q.3: For the workshop on communicating with your healthcare provider, would you have liked:	Number	Percent (n=14)	Percent (n=11)	Q.11: Would you recommend the workshop about finding health information to a friend?	Number	Percent (n=12)	Percent (n=7)
More information	6	42.86%	54.55%	Yes	7	58.33%	100.00%
Less information	0	0.00%	0.00%	No	0	0.00%	0.00%
The same amount of information	5	35.71%	45.45%	I did not go to this workshop	5	41.67%	
I did not go to this workshop	3	21.43%					
Q.4: What grade would you give the workshop about communicating with your health provider?	Number	Percent (n=15)	Percent (n=12)	Q.12: Since the workshops, have you looked for health information on the Internet?	Number	Percent (n=12)	
A	5	33.33%	41.67%	Yes	5	41.67%	
B	6	40.00%	50.00%	No	7	58.33%	
C	1	6.67%	8.33%				
D	0	0.00%	0.00%				
I did not go to this workshop	3	20.00%					
Q.5: Would you recommend the workshop about communicating with your health provider to a friend?	Number	Percent (n=15)	Percent (n=12)	Q.13: Did you feel more successful in finding the health information you needed on the Internet?	Number	Percent (n=11)	
Yes	11	73.33%	91.67%	Yes	6	54.55%	
No	1	6.67%	8.33%	No	0	0.00%	
I did not go to this workshop	3	20.00%		I did not look for health information on the Internet	5	45.45%	
Q.6: Have you had a visit with a doctor, nurse or pharmacist since you came to the workshops?	Number	Percent (n=14)		Q.14: Which of the following tips or tools have you used since going to the workshops? (Mark all that apply)	Number (responses)	Percent (n=16)	
Yes	14	100.00%		I used the 'Ask Me 3' questions	1	6.25%	
No	0	0.00%		I made a visit plan with a list of my questions, symptoms and medicines	8	50.00%	
Q.7: Since the workshop, did you feel more empowered to ask questions at your visit?	Number	Percent (n=13)		I created a health record in Microsoft Health Vault	0	0.00%	
Yes, very	4	30.77%		I looked up something on MedlinePlus.	4	25.00%	
Yes, somewhat	8	61.54%		I evaluated the information I found on the Internet	1	6.25%	
No	1	7.69%		I used the Questions are the Answer - create a list of questions tool	1	6.25%	
I have not had a visit since the workshop	0	0.00%		I took notes for the first time	0	0.00%	
				I brought a friend or family member with me for the first time	1	6.25%	

Q.8: For the workshop on finding health information on the Internet, would you have liked:	Number	Percent (n=10)	Percent (n=6)
More Information	4	40.00%	66.67%
Less Information	0	0.00%	0.00%
The same amount of information	2	20.00%	33.33%
I did not go to this workshop	4	40.00%	

Responses to “Other” and Additional Written Comments:

Q2: If you only went to one workshop, please explain why you did not go to the other one:

- Vision problems preventing use of computer.
- Forgot

Q.3: For the workshop on communicating with your healthcare provider, would you have liked: (more, less, same amount of information)?

- [More] Would more - or different info have been more useful to me?

Q.4: What grade would you give the workshop about communicating with your health provider?

- [C] Much was already familiar, or seemingly not applicable, or not easily remembered or referred to.

Q.8: For the workshop on finding health information on the Internet, would you have liked: (more, less, same amount of information)?

- [Same] But more time to use computer.

Q.9: For the workshop on finding health information on the Internet, how helpful was it to have a computer?

- [I did not go to this workshop] I have no computer.

Q.12: Since the workshops, have you looked for health information on the Internet?

- [Yes] We receive Mayo Clinic letter.

Written Note sent in Lieu of Questionnaire:

Respondent 15: Written on back of survey cover letter.

March 20, 2010

Dear Anne,

I do not recall attending these workshops so obviously they did not make a great impression on me. It would be pointless me to evaluate the presentation at this date. Normally I do not hesitate to express my opinion.

My husband is in the late stages of Parkinsonisms (Lewy Body) after 13 years of fighting this disease. I am in my ninth year and doing ok with help of exercise and medication. Truthfully, I have lost hope of any cure in our lifetime - a change for me. I went to every conference I could and read every article, searched the internet for information and a sign of hope for us. I no longer contribute to the various organizations. I feel they should combine and thus save a lot of overhead in order to spend \$ on RESEARCH.

Sincerely,

[Name Removed]

APPENDIX A: NEEDS ASSESSMENT FOCUS GROUP GUIDING QUESTIONS

HeLP MN Seniors

Focus Group Pre-workshop Guiding Questions

Let's talk about going to see a doctor or other health care provider (nurse, pharmacist, dentist)

- Does everyone see a health care provider pretty regularly?
- Are you satisfied with your experience interacting with your health care providers?

Let's think about the conversations you have with your doctors or other health care providers.

- Do you feel like your health care providers understand and listen to everything you tell them?
- Does everyone understand everything that their doctor tells them?
 - How about the nurses? Pharmacists?
- If you are given a specific diagnosis, does your doctor or other health care provider explain it in a way that you can understand what it is, what you need to do about it, and what will happen if you do not follow his or her advice?
- Would anyone like to share any of their experiences interacting with their health care provider that they thought went particularly well or they wish went better?
 - What factors do you think influenced the outcome of the interaction?
- Does anyone routinely ask questions at their doctor's appointments?
 - What questions do you find most helpful in gathering important information?
- Did you ever have a question, but did not ask it for some reason?
 - Is there anything that would make you feel more confident engaging in a conversation with your doctor, nurse, or pharmacist?
- Does anyone take a family member or friend with them to their medical appointments?
 - Does that improve the communication process
 - At the appointment?
 - Afterwards, when discussing the health issue?
- Does anyone take notes at their medical appointments?
 - Does that improve the communication process
 - At the appointment?
 - Afterwards, when discussing the health issue?

Let's talk about making informed decisions about your health and health care.

- Does everyone feel that they have all the information they need to make appropriate decisions about health and health care?
- When you felt like you needed more information about health and health care issues, how do you go about seeking that information?
- Does anyone look for health information on the Internet?
- Let's talk about how that goes...
- Are there any health topics you would like to have more information about, such as a medical condition, procedure, treatment option, or anything else that comes to mind?

APPENDIX B: ORIGINAL WORKSHOP PRE- AND POST-TESTS

HeLP MN Seniors

Pre-test/Post-test

Part 1: Clear Communication: Getting the most from your next doctor's visit

Please read the following statements and circle the correct answer:

1. Health Literacy is:
 - a. The ability to find a book on a health topic.
 - b. The ability to read, understand and effectively use basic medical instructions and information.
 - c. The ability to talk about your health concerns using medical terminology.
 - d. The ability to diagnose your own health concerns.

2. Which of the following questions I should be asking my doctor, nurse, or pharmacist at each appointment?
 - a. Why is it important for me to do this?
 - b. What is my main problem?
 - c. What do I need to do?
 - d. All of the above.

3. If I do NOT know what a doctor, nurse, or pharmacist is telling me about my health care needs, I should:
 - a. Write down the information and talk to my friends and family to learn more.
 - b. Ask questions at my appointment and write down important information.
 - c. Indicate that I understand.
 - d. Try to remember what I am told so I can look it up later.

4. Taking notes during my medical appointments:
 - a. Provides me with a reminder about what my condition is, what I need to do about it, and what will happen if I do not follow my health care provider's instructions.
 - b. Indicates that I do not know about my health care needs.
 - c. May insult my health care provider.
 - d. Takes too much of my health care provider's time.

5. If I think of a question after my medical appointment, I should always.
 - a. Trust my doctor, nurse, or pharmacist is telling me all the information I need to know.
 - b. Ask my friends about their experience.
 - c. Look for information and make a decision on my own.
 - d. Write it down, look for relevant information, and talk to my doctor about what I found before or during my next appointment.

HeLP MN Seniors

Pre-test/Post-test

Part 2: Finding Credible Health Information on the Internet

Please read the following statements and circle the correct answer:

- There is good information on health issues available on the Internet.
- a. Yes
 - b. No
 - c. There is both good and bad information about health issues available on the Internet.
 - d. Print information is always better than information found on the Internet.
- If you find information on the Internet about your health concern, you should always:
- a. Use it to make a decision about your health care.
 - b. Trust that it is good information.
 - c. Talk to your doctor, nurse, or pharmacist about how the information is relevant to your specific needs.
 - d. Ignore it since it did not come from your doctor, nurse, or pharmacist.
- Three things I should consider if I find health information on the Internet are:
- a. The length of the article, the amount of medical terminology used, the size of the text.
 - b. The relevance to my needs, the date of publication, the author of the material.
 - c. If it is also available in print, if I can understand everything that is written, if it provides a good summary of the topic.
 - d. The language of publication (English), the place of publication (United States), the number of revisions.
- Which of the following websites should provide quality information on your health concerns.
- a. Websites ending in .com (commercial sites)
 - b. Websites ending in .gov (government sites)
 - c. Websites ending in .edu (educational sites)
 - d. B and C above.

APPENDIX C: REVISED WORKSHOP PRE- AND POST-TESTS

HeLP MN Seniors
Part 1: Clear Communication: Getting the most from your next doctor's visit
Pre-Workshop Survey

Please read the following statements and mark your response with an X:

	Agree Strongly	Agree Somewhat	Neutral	Disagree Somewhat	Disagree Strongly
1. I feel comfortable in my ability to obtain, understand and act on health information.					
2. I know what questions to ask at my medical appointments.					
3. When something my doctor says is not clear to me, I ask questions until I understand.					
4. I usually take notes during my medical appointments.					
5. I usually take a spouse, friend or relative with me to my medical appointments.					
6. If I think of a question after a medical appointment, I call my doctor's office to ask the question.					

Comments about what you hope to get out of this workshop today:

HeLP MN Seniors
Part 1: Clear Communication: Getting the most from your next doctor's visit
Post-Workshop Survey

Please read the following statements and mark your response with an X:

	Agree Strongly	Agree Somewhat	Neutral	Disagree Somewhat	Disagree Strongly
1. I feel comfortable in my ability to obtain, understand and act on health information.					
2. I know what questions to ask at my medical appointments.					
3. When something my doctor says is not clear to me, I plan to ask questions until I understand.					
4. I plan to take notes during my upcoming medical appointments.					
5. I plan to take a spouse, friend or relative with me to my upcoming medical appointments.					
6. If I think of a question after a medical appointment, I plan to call my doctor's office to ask the question.					

Comments about this workshop today:

HeLP MN Seniors
Part 2: Health Information and the Internet
Pre-Workshop Survey

Please read the following statements and mark your response with an X:

	Agree Strongly	Agree Somewhat	Neutral	Disagree Somewhat	Disagree Strongly
1. I feel comfortable looking for health information on the Internet.					
2. I can find good health information on the Internet.					
3. I can tell the difference between good and bad health information on the Internet.					
4. I typically find health information on the Internet and discuss it with my doctor.					

Comments about what you hope to get out of this workshop today:

HeLP MN Seniors
Part 2: Health Information and the Internet
Post-Workshop Survey

Please read the following statements and mark your response with an X:

	Agree Strongly	Agree Somewhat	Neutral	Disagree Somewhat	Disagree Strongly
1. I feel comfortable looking for health information on the Internet.					
2. I can find good health information on the Internet.					
3. I can tell the difference between good and bad health information on the Internet.					
4. I plan to find health information on the Internet and discuss it with my doctor.					

Comments about today's workshop:

APPENDIX D: OUTCOMES ASSESSMENT FOCUS GROUP GUIDING QUESTIONS

HeLP MN Seniors

Focus Group Post-workshop Guiding Questions

Let's talk about any visits to see a doctor or other health care provider (nurse, pharmacist, dentist) since you attending the workshops here at Boutwells Landing.

- Has everyone had a medical appointment since then?
- Was this appointment any different than those you had prior to attending the workshops? In what way?

Let's think about the conversations you had with your doctors or other health care providers since you attended the workshop.

- Was there a difference in your health care providers' understanding and listening to issues or questions that you brought up?
- Was there a difference in your understanding of what your doctor told you?
 - How about the nurses? Pharmacists?
- If you were given a specific diagnosis, did your doctor or other health care provider explain it in a way that you could understand what it is, what you need to do about it, and what will happen if you do not follow his or her advice?
- Would anyone like to share any of their experiences interacting with their health care provider that they thought went particularly well or wish went better?
 - What factors do you think influenced the outcome of the interaction?
- Did you ask questions at the medical appointment?
 - What questions did you find most helpful in gathering important information?
 - Were any of these questions you had before taking the workshops, but did not ask?
 - What encouraged you to ask these questions of your health care provider?
- Did anyone take a family member or friend with them to their medical appointment?
 - Did that improve the communication process
 - At the appointment?
 - Afterwards, when discussing or thinking about the health issue?
- Did anyone take notes at their medical appointments?
 - Did that improve the communication process
 - At the appointment?
 - Afterwards, when discussing the health issue?

Let's talk about making informed decisions about your health and health care.

- Do you feel you have all the information you need to make appropriate decisions about health and healthcare?
- When you felt like you needed more information about health and health care issues, how did you go about seeking that information?
- Did anyone look for health information on the Internet?
 - Let's talk about how that went...
- After taking the workshops, are there any health topics that you are still having trouble finding information about?

APPENDIX E: OUTCOMES ASSESSMENT: POST-WORKSHOP QUESTIONNAIRE



March 16, 2010

Dear [NAME],

Two weeks ago, you received an invitation to a focus group about the health literacy workshops held in fall 2009.

I am sorry you were not able to come to the focus group. I would still like to hear what you thought about the health literacy workshops.

Please fill out and return this survey by **March 31, 2010**. A self-addressed, stamped envelope is included for your use.

The information you give will help us improve the content of the classes and learn more about their value. It will only take about 15 - 20 minutes to finish the survey.

You can decide if you want to do this or not. It is not a requirement to take the survey. You will not get any payment for taking part in this survey. We do not see any risks in you taking this survey. We promise to keep your information private. To help us do this,

- We will not ask for your name on the survey and have no way to link returned surveys to the person who completed them (Please do not write your name on the survey or on the return envelope).
- If we do receive a survey that can be identified, this will be kept private by us.
- We will not use your name or anything else that could identify you in reports or publications.

Let me know if you have any questions. You can call me at (612) 625-9603. You can also email me at besch015@umn.edu.

Sincerely,

Anne Beschnett, MLIS
Outreach Librarian, University of Minnesota



Please answer the following questions about the two health literacy workshops held at Boutwell's Landing in fall 2009. The classes were:

- Communicating with your healthcare provider
- Finding health information on the Internet

Please show your answer by checking the box (

GENERAL (Questions 1-2)

1. Which workshop(s) did you go to?

- Communicating with your healthcare provider
- Finding health information on the Internet
- Both of them – communicating with your healthcare provider and finding health information on the Internet

2. If you only went to one workshop, please explain why you did not go to the other one:

- The workshop was at a time I could not attend
- I was not interested in the topic of the workshop
- I am not comfortable using the computer or Internet
- Other reason. Please describe:

HEALTHCARE COMMUNICATION (Questions 3-7)

3. For the workshop on communicating with your healthcare provider, would you have liked:

- More information
- Less information
- The same amount of information
- I did not go to this workshop

4. What grade would you give the workshop about communicating with your health provider?

- A
- B
- C
- D
- I did not go to this workshop

5. Would you recommend the workshop about communicating with your health provider to a friend?

- Yes
- No
- I did not go to this workshop

6. Have you had a visit with a doctor, nurse or pharmacist since you came to the workshops?

- Yes
- No

7. Since the workshop, did you feel more empowered to ask questions at your visit?

- Yes, very
- Yes, somewhat
- No
- I have not had a visit since the workshop

INTERNET HEALTH INFORMATION
(Questions 8-13)

8. For the workshop on finding health information on the Internet, would you have liked:

- More information
- Less information
- The same amount of information
- I did not go to this workshop

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9. For the workshop on finding health information on the Internet, how helpful was it to have a computer?

- Very helpful
- Somewhat helpful
- Not at all helpful
- I did not go to this workshop

10. What grade would you give the workshop about finding health information?

- A
- B
- C
- D
- I did not go to this workshop

11. Would you recommend the workshop about finding health information to a friend?

- Yes
- No
- I did not go to this workshop

12. Since the workshops, have you looked for health information on the Internet?

- Yes
- No

13. Did you feel more successful in finding the health information you needed on the Internet?

- Yes
- No
- I did not look for health information on the Internet

SUMMARY
(Questions 14-17)

14. Which of the following tips or tools have you used since going to the workshops? (Mark all that apply)

- I used the 'Ask Me 3' questions
- I made a visit plan with a list of my questions, symptoms and medicines
- I created a health record in Microsoft Health Vault
- I looked up something on Medline Plus.
- I evaluated the information I found on the Internet
- I used the Questions are the Answer – create a list of questions tool
- I took notes for the first time
- I brought a friend or family member with for the first time

15. What information from the workshops did you find the most helpful?

16. What information from the workshops did you find the least helpful?

17. Please feel free to leave some parting thoughts.

Thank you for completing our survey!
Please return by March 31, 2010.

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