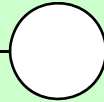# "Coming About"
to
Consumer Health Instruction

Elizabeth LaRue

Literacy

The ability to read, write and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential. (National Literacy Act of 1991)

lit • er • a • cy   (lit′er a cȳ),   n.

An inability to read or write well enough to perform necessary tasks in society or on the job. (Cline and Haynes)

lit • er • a • cy (lit′er a cȳ), n.

Health Literacy

The ability to obtain, process, and understand health information and services to make appropriate health decisions. (Healthy People 2010)

lit • er • a • cy   (lit′er a cȳ), n.

Information Literacy

The set of abilities requiring individuals to "recognize when information is needed and have the ability to evaluate, and use effectively the needed information." ACRL

lit • er • a • cy   (lit′er a cȳ), n.

Information Literacy *from the Big6*

📖 Recognizing the need for information

📖 Identifying and locating information sources

📖 Knowing how to gain access to information contained in these sources

📖 Evaluating the quality of information obtained

📖 Organizing the information

📖 Using the information effectively

lit • er • a • cy   (lit′er a cȳ),   n.

The need to evaluate not only the results of a search but also the tools and guides used for searching.

lit • er • a • cy (lit′er a cȳ), n.

Course Objectives

- Acquire an understanding regarding the status of health information available on the Web and what the general public seeks

- Assess Web page readability

- Evaluate Web page for reliability, authorship, bias and currency

- Learn strategies to teach patients how to determine Web site reliability

lit • er • a • cy   (lit′er a cȳ), n.

Course Content

Statistics for type of information sought on the Internet

Variables
- Men
- Women

literacy (lit′er a cȳ), n.

Course Content

Readability tests

REALM

FRY

Flesch-Kincaid

lit • er • a • cy (lit′er a cȳ), n.

Course Content

S - site

P - publisher

A - audience

T - timeliness

lit • er • a • cy   (lit ′ er a cȳ), n.

Course Content

Course Content

You can load both the lancet and the test strip inside Soft-Sense up to 8 hours before you need it. Your result is available just 20 seconds after you've pressed the blue button, and, thanks to Soft-Sense's clear display and simple instructions, testing is straightforward, any time, anywhere. There's even a screen light for testing at night.

You can review your results easily: up to 450 results can be stored and viewed as one, two or four week averages.

In addition, results can be downloaded to a PC running the latest version of MediSense Precision Link™ Direct software (please note: a special cable which can be ordered from MediSense is required to connect Soft-Sense to your PC
- call 0500 467 466).

Soft-Sense uses an easy-to-replace 9v battery, and if this is running low you can still carry out a finger-prick test by using port 2 and a lancing device. Calibration of new test strip is easy, with a calibrator provided in each new pack.

Consistent

Lancing and testing is fully automatic, helping to prevent any mistakes. Only a tiny amount of blood is needed to start the test and Soft-Sense is not affected by common drugs and metabolites.

It's for you!

Soft-Sense is particularly helpful for:

Course Content

MedlinePlus

HealthyNJ

NOAH

lit • er • a • cy (lit′er a cȳ), n.

Class Assignment
SPAT Evaluation

An example from the assignment

http://www.vaccinedebate.com   (information about vaccines)

S = .com –no sponsors or even potential sponsors

P = Ian Sinclair, has a bio. page

A = links by subjects of articles, provides links for further reading, definitely against vaccines. Has a disclaimer, sounds pretty official.

T = 2002

Would you Recommend (please circle) Y   N if someone needed this to prove their thought, it appears viable but a review committee could/would help it out especially if it was a researcher. I probably would not recommend it for a patient.

Evaluating Web Pages:

S SITE

P PUBLISHER

A AUDIENCE

T TIMELINESS

SPAT ™

Class Evaluation Remarks

- "How to build a website was interesting and the lecture regarding how to evaluate the reliability of the teaching websites was really helpful."

- "This is an up & coming area for all professionals to learn about."

- "It is an interesting class and I think it is important to be able to differentiate between websites with relevant and accurate data and websites that are not evidence based or with wrong or inappropriate information."

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Lessons Learned

or

Where Can We Go From Here?

lit • er • a • cy   (lit´er a cȳ), n.

"The most effective librarians in the new millennium will be those who empower learners and who facilitate the teaching and learning process."

Bahr, Alice Harrison. Future Teaching Roles for Academic Librarians. Binghampton, NY: Haworth Press, 2000.

lit • er • a • cy   (lit′er a cȳ), n.

Librarians

are <u>critical partners</u> in developing curricula that meet the definitions for literacy.

LaRue, E, 2003.

lit • er • a • cy (lit′er a cȳ), n.

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