



HEALTH LITERACY MATERIALS FOR EDUCATIONAL USE

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Presentation Abstract

2

- Our presentation will compare health literacy in the context of *health education* and *medical education*.
- Health literacy materials will be discussed through three consumer-centered themes:
 - ▣ access to reliable information;
 - ▣ cultural bias and gaps in information; and
 - ▣ language elements that communicate health messages.
- Research questions will be shaped by Thematic Textual Analysis which can be used to analyze health literacy materials.

Presentation Objectives



3

At the end of this session, participants will be able to:

1. Describe similarities and differences between **health education** health literacy and **medical education** health literacy based on a preliminary historical perspective;
2. Demonstrate examples of three themes in the health literacy literature;
3. Identify research questions on health literacy that emerge from health education and medical education practice settings.

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Major Comparisons organized by:

5

1. Philosophy of Health Literacy
2. Terminology of Health Literacy
3. Assessment of Health Literacy



1. Philosophy comparisons....

6

- Health Promotion and Disease Prevention includes:



exerciseismedicine.org.au

- Health Education focuses on primary prevention.
- Medical Education focuses on secondary and tertiary prevention.

2. Terminology comparisons...

7

Health Education

- Health literacy is the capacity of an individual to obtain, *interpret*, and understand basic health information and services
and the competence to use such information and services in ways that are health enhancing.

Medical Education

- Health literacy is the degree to which individuals can obtain, *process*, and understand the basic health information and services *they need to make appropriate health decisions.*
But health literacy goes beyond the individual. It also depends upon the skills, preferences, and expectations of health information and care providers: our doctors; nurses; administrators; home health workers; the media; and many others.

Exploring Medical Health Literacy

8

Agency for Healthcare Research & Quality (AHRQ)

AHRQ Press Release on 3/28/11:

- **Low health literacy** in older Americans is linked to **poorer health status** and a higher risk of death.
- More than 75 million English-speaking adults in the United States have limited health literacy, making it difficult for them to understand and use **basic health information**.
- Need to **improve jargon-filled language**, dense writing, and complex explanations on patient handouts, medical forms, and health web site.
- Need to improve health care **information**, patient-provider **communication**, and **access** to health care.
- Help individuals with low health literacy to **make health care decisions** based on evidence.

Low Health Literacy Linked to Higher Risk of Death and More Emergency Room Visits and Hospitalizations. Press Release, March 28, 2011. Agency for Healthcare Research and Quality, Rockville, MD.
<http://www.ahrq.gov/news/press/pr2011/lowhlitpr.htm>

Health Literacy from the CDC

9

U.S. Centers for Disease Control & Prevention

www.cdc.gov/healthmarketing/healthliteracy/#

People of all ages, races, incomes, and education levels can find it difficult to **obtain**, **process**, and **understand** health information and services.

Literacy skills are only a part of health literacy. Even people with strong reading and writing skills can face health literacy challenges, such as when:

- ☑ They are **not** familiar with medical terms or how their bodies work.

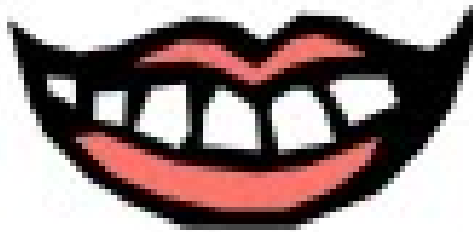




Child has ear ache.

Take medicine orally...

Where do you think the medicine should go?



More Language Examples:

11

The *Pfizer* Journal

Responding to the Challenge of Health Literacy

VOLUME TWO, NUMBER ONE
Spring 1998

H Health Literacy In Person

Narrative 4

Elena was asked to monitor her daughter's temperature during an episode of chicken pox. She was too embarrassed to tell the physician or nurse that she did not know how to take a temperature or even what the thermometer was called.

H Health Literacy In Person

Narrative 9

When asked during a review of symptoms, Bill denied having angina. At the end of the visit, he asked the physician if there was anything he could do for his chest pains.

Plain Language needed:

http://healthcare.partners.org/phsirb/consfrm_files/Plain_Language_Alternatives_for_Patient_Information_and_Consent_Materials.pdf

12

The plain language list

Instead of	Use
A	
[abbreviations of any kind]	write out in full; include the abbreviation only if patients will hear it constantly or if it is meaningful
[clotting] factor concentrates [see also factor VIII]	blood products used to treat problems with bleeding a blood product used to prevent bleeding or treat bleeding in people who have the blood disease called haemophilia
abdomen	stomach area around the stomach
abdominal obesity	having a lot of fat around the waist
Ability ONLINE	a free program on the Internet that lets children and adults with disabilities write letters to other people with similar interests
abscess	swollen area filled with a thick yellow or green liquid called pus

CDC: “Consumers have to interpret numbers or risks that could have immediate effects on their health and safety”.

13

Teaspoon?

3 times a day?

Orally?

Until all is taken?



Health Literacy In Person

Narrative 10

It is a common instruction in medicine: “Take 1 teaspoon orally 3 times a day until all is taken.” When low-income mothers were asked to bring in the spoons they used when the medicine was given, a great variation was seen in the size of the spoons—and the doses—that were used. Some of the mothers did not know what “orally” meant. One mother thought that the direction, “until all is taken,” meant that the entire bottle should be used in 1 day.

Reach Out and Read Example

14

- Like the previous CDC example which takes a middle ground on health literacy....
- We integrate elements of health education and medical education health literacy in our work with Reach Out and Read.



Reach Out and Read, *continued*

15

Waiting Room Clinics



Volunteers Read to Children

- Share and model read books to children who are waiting for their well-child check-ups;
- Interact with parents and caregivers to discuss the Reach Out and Read program;
- Volunteer Readers include Kiwanis and other service organizations, retired teachers & librarians, and university students from a variety of health and education majors.

Reach Out and Read, *continued*

16

Role of Health-Care Provider

- Reinforce the importance of reading;
- Send the children (and parents) home with books after each of their well-child checkups (n = 10 per child).
- Write a prescription for parents and caregivers to read daily with their children.
- Adopted by the National Reach Out and Read Program and the American Academy of Pediatrics.

www.reachoutandread.org

Emergent Literacy

- A 1985 National Commission on Reading claimed that “reading aloud to children is the single most important intervention for developing their literacy skills”.
- Children exposed to books and reading develop **emergent literacy skills** which become part of the developmental process of literacy.

Reach Out and Read

The Tale of Peter Rabbit Activity

Name: _____

Potter, B. (1986). *The tale of peter rabbit*. New York: Scholastic Inc.

Directions: READ THE STORY. As you read look at each of the pages and think of how the story relates to health education. Jot down words that cued you to the different content areas for health education and physical education. Look at the characters movement, how they dialog, and express emotions. How could this story relate to your lesson? **Bring this the book & this activity back in two weeks.**

HEALTH EDUCATION

Promoting Emotional & Mental Health _____

Personal Health & Wellness _____

Promoting Healthy Eating _____

Safety: Prevention of Unintentional Injuries _____

Preventing Violence _____

ATOD-Free Lifestyle _____

Managing Loss, Death, & Grief _____

Promoting Sexual Health (Families & Relationships) _____

OTHER IDEAS RELATED TO HEALTH:



3. Assessment comparisons....

18

3.1 Children and Youth

- Basic literacy skills of reading (and writing) and math are assessed in schools by state proficiency tests, but not in hospitals and clinics.
- Health education is not tested on proficiency tests.



National Health Education Standards



[CDC Home](#) | [Search](#) | [Health Topics A-Z](#)

National Center for Chronic Disease Prevention and Health Promotion

Healthy Youth!

CDC's School Health Education Resources (SHER)

NHES: Standard 3

Demonstrate the ability to access valid information, products, and services to enhance health.

Rationale: Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.

Performance Indicators*—Health Education Standard 3

Pre-K-Grade 2

- 3.2.1 Identify trusted adults and professionals who can help promote health.
- 3.2.2 Identify ways to locate school and community health helpers.

Grades 3-5

- 3.5.1 Identify characteristics of valid health information, products, and services.
- 3.5.2 Locate resources from home, school, and community that provide valid health information, products, and services.

Grades 6-8

- 3.8.1 Analyze the validity of health information, products, and services.
- 3.8.2 Access valid health information from home, school, and community.
- 3.8.3 Determine the accessibility of products that enhance health.
- 3.8.4 Describe situations that may require professional health services.
- 3.8.5 Locate valid and reliable health products and services.

[Healthy Youth](#)

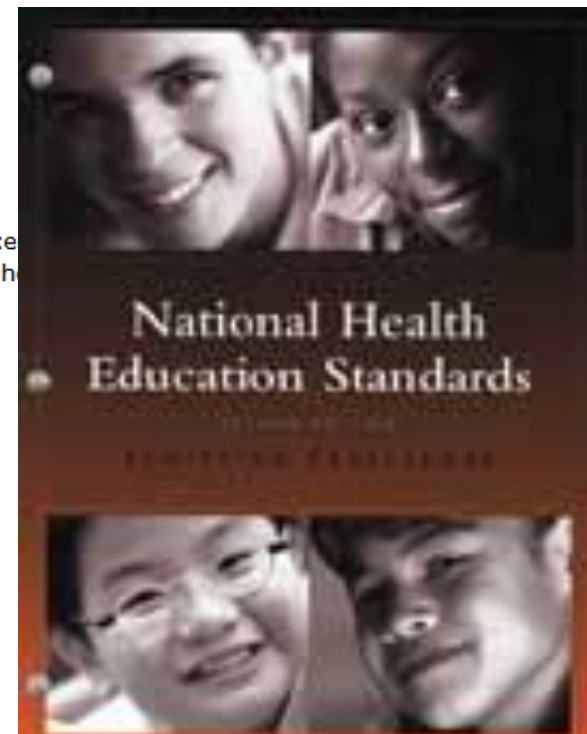
[CDC's School Health Education Resources \(SHER\)](#)

[National Health Education Standards](#)

[Characteristics of Effective Curricula](#)

[Frequently Asked Questions](#)

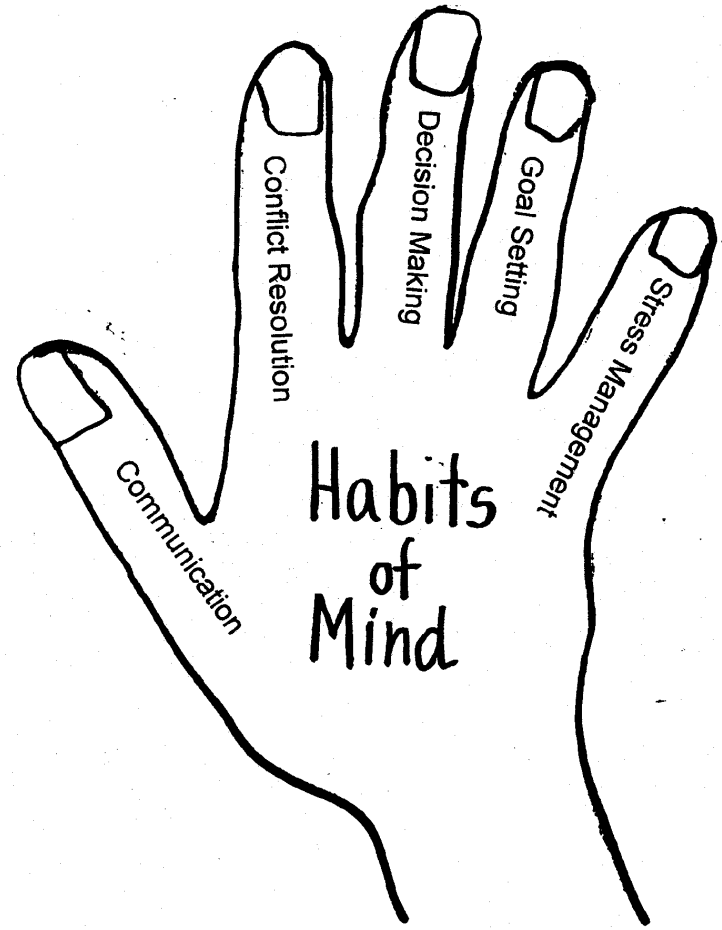
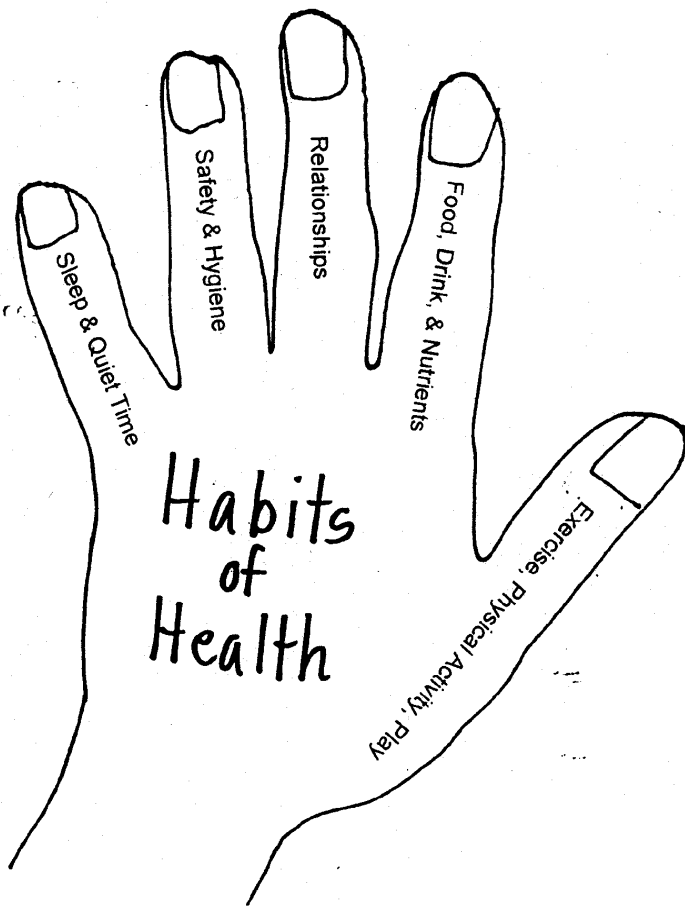
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Health Education Standards & Health Literacy

20

- Health literacy is emphasized in standard #3 of 8
- National Health Education Standards include performance indicators by grade levels that assesses what students know and are able to do;
- Need to ask kids to show how they know health education (and not just show that they know);
- The standards can be simplified by one model called the *Habits of Health and Habits of Mind* (Ubbes, 2008).



Habits of Health and Habits of Mind model.

All rights reserved, © V.A. Ubbes *in Educating for Health* (Human Kinetics, 2008), p. 113.

3. Assessment Comparisons



3.2 Adults

- The term “literacy” is currently understood to extend beyond grade-level of reading ability.
- The 1992 National Adult Literacy Survey (NALS) defined literacy—also sometimes called “functional literacy” as follows:
 - ▣ “Using [or having the ability to use] printed and written information to function in society, to achieve one’s goals, and to develop one’s knowledge and potential”

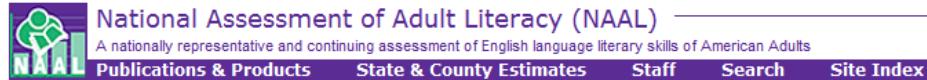
Assessment Comparisons, *continued*

23



U.S. Department of Education
NCES 2006-483

<http://nces.ed.gov/pubs2006/2006483.pdf>



Those functioning at the lowest levels of general literacy were typically **unable** to

- identify an important concept in a written passage,
- complete a social security card application, or
- perform simple math.



- The 1992 National Assessment of Adult Literacy (NAAL) did not include measures of health literacy, only general literacy. General literacy is a necessary, but not sufficient, condition for health literacy.
- The 2003 NAAL did assess health literacy and found a strong correlation ($r > 0.80$) between health literacy and each of the three dimensions of general literacy (White 2008, p. ix).
- Approximately 36% of adult Americans had “below basic” or “basic” **health literacy skills.**



Health Literacy Assumptions

25

- Health information is known to be an essential component of health behavior change (Norman, 2009, p 10).
- Consumers need to have skills to effectively seek out health information, **evaluate it**, and **use it to solve their health problems** (Norman, 2009, p. 10)

Norman, C. D. (2009). Skills essential for eHealth. In Hernandez, L.M. (2009). *Health literacy, eHealth, and Communication: Putting the consumer first*. Washington, DC: The National Academies Press, p. 10-15.

- Different consumer skills can support the development of health literacy skills.

In order to access health information:

26

Health Education suggests that...

- Consumers need to demonstrate these skills with continuous practice:
 - ▣ Decision making
 - ▣ Goal Setting
 - ▣ Communication
 - ▣ Stress Management
 - ▣ Conflict Resolution
- Each of these skills are to be practiced within the context of exercise, nutrition, sleep, hygiene, safety, and relationships (Habits of Health).

Medical Education suggests that...

- Consumers need to demonstrate that they can:
 - ▣ Fill out medical, dental, & dietary forms;
 - ▣ Read and take correct medication;
 - ▣ Act on medical, dental, and dietary information;
 - ▣ Others?
 - Engage in dialogue
 - Ask follow up questions



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27

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28

Theme 1

Access to Reliable Information

Examples of Access

29

- One source is not enough. A web search on the common cold can be covered differently on WebMD (www.webmd.com) and the U.S. Department of H&HS (<http://www.healthfinder.gov/>).



- Rodgers (2009, p. 16) suggests that *interactive* health literacy skills are also needed when interacting with a computer system and multimedia AND when interacting and partnering with a clinical professional.



>> Home

> Quick Guide to Healthy Living

> Personal Health Tools

> Health A-Z

> Health News

> Find Services and Information

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> Español



E-cards

Send to Friends and Family

Quick Guide To Healthy Living



1 2 3 4 5

Prepare for an Emergency

Know how to stay safe if there's a disaster.

PLAY ▶

myhealthfinder

Find health advice for you or someone you care about.

Who are you trying to help today?

Me Someone Else My Child

Age: yrs

Sex: Female

Male

Pregnant?

Get this widget

▶ Get Started

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N O P Q R S T U V W X Y Z

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Home >

Search results for common cold

Results 1 - 4 of about 4 for common cold.

[Sort by date](#) / [Sort by relevance](#)

Colds : Health A-Z Resources and Publications

... Details >. Centers for Disease Control and Prevention, US Department of Health and Human Services. **Common Cold ...**
healthfinder.gov/scripts/SearchContext.asp?topic=4441

Infectious Diseases : Health A-Z Resources and Publications

... **Common Cold** General information about the **common cold** including symptoms, causes, transmission, prevention, treatment ...
healthfinder.gov/scripts/SearchContext.asp?topic=458

Viruses : Health A-Z Resources and Publications

... Viruses. Health A-Z : 1-2 of 2 Results. **Common Cold** General information about the **common cold** including symptoms, causes ...
healthfinder.gov/scripts/SearchContext.asp?topic=904

Health News


[Exercise May Help Beat the **Common Cold** - healthfinder.gov](#)

[Echinacea No Cure for the **Common Cold**, Study Finds ...](#)

[Zinc May Help Ease **Common Cold**: Analysis - healthfinder. ...](#)

[Childhood Obesity Might Be Linked to Strain of **Cold** Virus ...](#)

[Homeopathic Nasal Zinc Linked to Loss of Smell - healthfinder ...](#)



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Is it Depression?



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[Eating & Diet](#)
[Parenting & Pregnancy](#)
[New! Teen Health](#)
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WebMD
Better information. Better health.

June 15, 2011

Search

Other search tools: [Symptoms](#) | [Doctors](#)

[Log in](#) | [Register](#)

What's *fit* for Kids? [▶](#)

Find us on:



Health Conditions & Communities

- ADHD
- Allergies
- Anxiety Disorders
- Arthritis
- Asthma
- Back Pain
- Bipolar Disorder
- Cancer
- Cholesterol
- Cold & Flu
- COPD
- Depression
- Diabetes
- Eye Health
- Fibromyalgia
- Heart Disease
- Heartburn/GERD
- Hypertension
- Incontinence/OAB
- Migraines
- Osteoporosis
- Rheumatoid Arthritis
- Sexual Conditions
- Skin Problems
- Sleep Disorders

[See All](#)

Foods to Avoid if Pregnant

So long, sushi, cookie dough, and many other treats. These foods may pose health risks for you and your baby.

[View Slideshow](#)

Pregnant?

Avoid these foods if you are pregnant.

Dirty Jobs

Jobs that may make your allergies worse.

Fibromyalgia

12 things you can do to help decrease pain.

Today's Health News & Features

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New Sunscreen Rules from FDA
Signs of Serious Sun Damage [Go](#)



Foods That Make You Gotta Go [Go](#)



How Technology Is Helping Hospital Care [Go](#)



Now on *fit*: Filling Foods
Eat smarter! When you're hungry, fill up on these foods that don't pack on pounds.



ADHD Symptoms
Is your child easily distracted? Read this.



Kicking the Habit
5 surprising ways to quit smoking.

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For Teen Girls
Is my period normal? Why are

Cold & Flu Health Center

[Glossary](#)
[Frequently Asked Questions About Colds](#)

COLD GUIDE

- 1 [Overview & Facts](#)
- 2 [Symptoms & Types](#)
- 3 [Diagnosis & Tests](#)
- 4 [Treatment & Care](#)
- 5 [Home Remedies](#)
- 6 [Diet & Exercise](#)

Related to Cold & Flu

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- [COPD](#)
- [Ear Infection](#)
- [Flu Vaccine](#)
- [Germ-Fighting Guide](#)
- [Sinus Symptom Evaluator](#)
- [Sinus Infection](#)
- [Strep Throat](#)
- [Swine Flu](#)

Common Treatments for Cold & Flu

- [Amantadine](#)
- [Antihistamines](#)
- [Echinacea](#)
- [Lysine](#)
- [Septra](#)
- [Tamiflu](#)
- [Tussionex](#)
- [Vitamin C](#)
- [Zinc](#)

Cold & Flu Health Center

Do you know what to do when the nasty cold bug strikes or when a cold becomes something more serious? Here, you'll find the latest information on the common cold – symptoms, prevention, treatment, and even home remedies. We want to help you ease the misery of your next cold.

Overview & Facts

What Is a Cold?

- ◆ [Cold Basics](#)
- ◆ [Children and Colds](#)

Causes

- ◆ [Cause of the Common Cold](#)

What's Your Risk?

- ◆ [Colds: What Puts You at Risk?](#)

Prevention

- ◆ [Common Cold Prevention](#)
- ◆ [Hand Washing 101](#)
- ◆ [12 Natural Tips to Prevent Colds](#)
- ◆ [Kids and Colds: Germs in the School Room](#)

Symptoms & Types

Symptoms

- ◆ [Common Cold Symptoms: What's Normal, What's Not](#)
- ◆ [Allergy or Cold Symptoms?](#)
- ◆ [Flu or Cold Symptoms?](#)

Complications

- ◆ [Common Cold Complications](#)
- ◆ [When a Cold Becomes a Sinus Infection](#)
- ◆ [Earache: Cold or Ear Infection?](#)
- ◆ [Assess Your Sinus Symptoms](#)

Diagnosis & Tests

Diagnosis

- ◆ [Have a Cold? Know When to Call the Doctor](#)

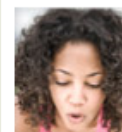
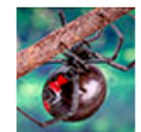
Treatment & Care

Treatment

- ◆ [Decongestants and Antihistamines](#)

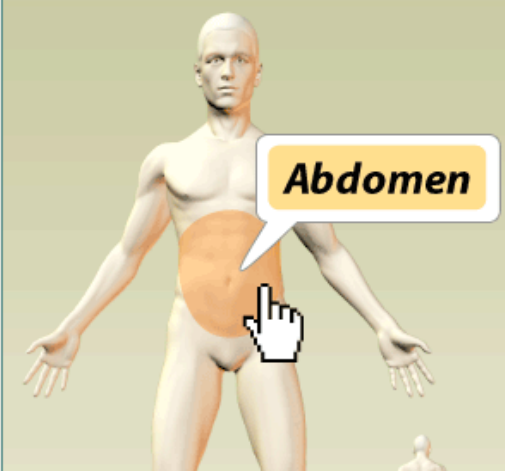
Today in Cold & Flu


QUIZ
[Cold or Allergy: Are You Sure?](#)

SLIDESHOW
[Natural Sinus Relief](#)

HEALTH CHECK
[Asthma Issues? Get Quick Tips](#)

SLIDESHOW
[Bugs Can Cause Fever Too](#)

ADVERTISEMENT

WebMD symptomchecker



34

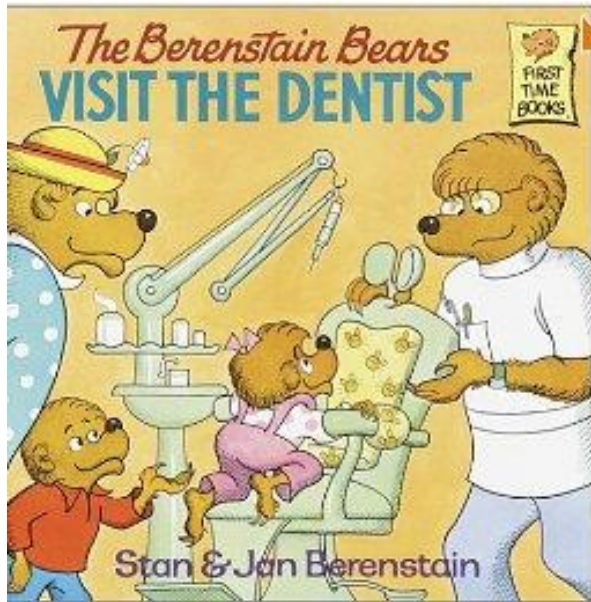
Theme 2

Cultural Bias & Gaps in Information

Examples of Culture

35

- Use human-centered approaches, not disease or object-based approaches, e.g., food, tests, equipment.



Early Adolescents Perceptions of Health and Health Literacy (Brown, Teufel, & Birch , 2007)

36

- Data from 9 to 13 year old students (n = 1178) from 11 health education centers in 7 states;
- Assessment questions based on NHES #3 regarding student “interest in and desire to follow what is taught at school and home”, including self efficacy;
- Girls were more likely to turn to school, parents, and medical personnel for health information;
- Older students were more likely to turn to school and the internet.

Brown, Teufel, & Birch (2007), *continued*

37

- More than 40% of participants reported that they were “very interested” in learning about health, another third reported that they were “sort of interested”, and one-quarter reported they were “uninterested” in learning about health.
- Beyond age, the greatest predictor of both interest in and motivation to follow what is taught about health was a belief that kids can influence their own future health.

Language Elements that Communicate



Public Health Campaign Evaluation Form

I. Subtext of Human Senses

Please use a checkmark to indicate how much your human senses were used to access information during the presentation:

Human Senses	Evocative 2	Enough 1	Missing 0
Sight			
Sound			
Smell			
Taste			
Touch			

Total Score = _____ (10 possible points)

II. Subtext of Language Elements

Please use a check mark to indicate which language elements you experienced on the website:

Objective Rating

Signs, Symbols, and Patterns of Language	Yes = 1	No = 0
V/L - Letters and words as written text & spoken language		
L/M - Numbers, sequences, and algorithms		
V/S - Colors, shapes, images, pictures, icons, graphics, light		
B/K - Kinesthetic, non-verbal body expressions, human senses		
M/R- Beats, rhythm and sound waves		
N/E- Environmental cues from the natural world		

Total Score = _____ (6 possible points)

III. Educational formats and communication channels used to "educate for health" on the site.

Educational Formats	Communication Channels
Posters, pamphlets, brochures, public service announcements, power points, videos, DVDs, web sites, CDROMS, magazines, journals, art, books (e.g., picture, trade, text), songs, music, dance, nature, newspapers	Interpersonal, radio, television, other: On location: _____ Or setting: _____

Web 1.0 versus Web 2.0 Technology

(Kukafka, 2008)

40

Web 1.0 Technology

- ❑ Consumers are receivers of health information.
- ❑ Passive learners.
- ❑ Compliance culture.

Kukafka, R. (2008). Internet approaches for eHealth in low literacy and limited English proficiency populations. Powerpoint presentation at the Institute of Medicine workshop on health literacy, eHealth, and communication: Putting the consumer first. Washington, DC, March 17. Also found in Hernandez, L.M. (2009). *Health literacy, eHealth, and Communication: Putting the consumer first*. Washington, DC: The National Academies Press, p. 34.

Web 2.0 Technology

- ❑ Consumers are co-producers of health information.
- ❑ Active learners.
- ❑ Enabling culture.

Some examples:

Wikis act as editable web pages



Face Book serves as social networking site



Educational Materials for Health Literacy

41

Print Materials for Health Literacy

- Children's Picture Book Database at Miami University

www.lib.muohio.edu/pictbks



Children's Picture Book Database at Miami University
<http://www.lib.muohio.edu/pictbks>

*A bibliography for designing literature-based thematic units
searchable by topics, concepts, and skills.*

Recognized by the International Society for Technology in Education (2006)
as one of the "101 Best Web Sites for Elementary Teachers"

Electronic Texts for Health Literacy

- Health Literacy Spectrum

www.units.muohio.edu/healthliteracy

A circular logo with a blue and white design, possibly representing a globe or a network.

Health Literacy Spectrum

www.units.muohio.edu/healthliteracy

*A collection of culturally responsive electronic materials
that educate for health across the lifespan in local, national, and global contexts.*

Education and Health Professionals Making a Difference in the World through Service Learning

Valerie A. Ubbes, PhD, CHES
Project Director

What is Thematic Textual Analysis?

42

Thematic Textual Analysis

- Thematic textual analysis (TTA) is a qualitative methodology for identifying, analyzing, and reporting patterns (themes) within data. At a basic level, it allows for organization and description of data.
- Thematic textual analysis examines the pattern of words and phrases used in a message or text (Black & Ubbes, 2010).
- Themes are carefully studied and placed into groups of data by categories.
- Curriculum categories are organized by building blocks called topics, concepts and skills (Ubbes, Black, & Ausherman, 2011). Care was taken to ensure that the categories reflected the data and are manipulated to force the data to fit within the categories.

Historical Review of Thematic Textual Analysis (TTA)

43

TTA Project 1:

Black, J.M. & Ubbes, V.A. (2009).
**Historical research: A thematic
analysis of convention or
conference themes for selected
professional health education
associations from 1975 - 2009.**
*The International Electronic
Journal of Health Education*, 12:
33-47.

[http://www.aahperd.org/aahe/
publications/iejhe/2009Issue.cfm](http://www.aahperd.org/aahe/publications/iejhe/2009Issue.cfm)

TTA Project 2:

Ubbes, V.A. & Black, J.M. (2011).
**Thematic textual analysis of picture
books in health education.** The
National Convention of the
American Alliance for Health,
Physical Education, Recreation, and
Dance. San Diego, CA.

Health Education Materials

44

1. Print Materials



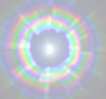
Children's Picture Book Database at Miami University
<http://www.lib.muohio.edu/pictbks>

*A bibliography for designing literature-based thematic units
searchable by topics, concepts, and skills.*

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2. Electronic Materials

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www.units.muohio.edu/healthliteracy

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that educate for health across the lifespan in local, national, and global contexts.*

Education and Health Professionals Making a Difference in the World through Service Learning

Valerie A. Ubbes, PhD, CHES
Project Director

1. Print Materials for Health Literacy

<http://www.lib.muohio.edu/pictbks/>

45

Children's Picture Book Database at Miami University






Welcome to our academic website which gives teachers, librarians, parents, and students a place for designing literature-based thematic units for all subjects.

Our site offers you:

- abstracts of over 5000 children's picture books;
- search capabilities for over 950 keywords, including topics, concepts, and skills which describe each book;
- weblinks for keywords so you can integrate your up-to-date content knowledge with our picture book resources.

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Search for Books 3 Ways:

46

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You may use three different options when searching the database. The three searches are:

1. **[Keyword Search](#)**






Select a keyword from a list of disciplines (Areas of study).

2. **[Alphabetic Search of Keywords](#)**

Select the same keyword as above, but in alphabetical order.

3. **[Boolean Combination Search](#)**

Select from additional fields (e.g., author, publisher, date, abstract provider, etc.) or a combination of fields to limit your search.

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Health and Medicine

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Search Results

From the *Children's Picture Book Database at Miami University*

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For your convenience, results have been split into page(s) in groups of 25.

Your Search for **Fruit** produced **16** item(s).

To find the item in the Miami University Libraries, click on the title.

These titles may also be available at your local school or public library.

For your convenience, results have been split into 1 page(s) in groups of 25.

[1]

1. Brownlie, Alison (1999). [Food and festivals: West Africa](#). Austin, TX: Raintree Steck-Vaughn Publishers.

Abstract:

Describes the West African culture of food, including the kinds of food grown and eaten, and various feast days like Ramadan, Easter, naming ceremonies, and yam festivals.

Abstract provided by Library of Congress, 1999 for the *Children's Picture Book Database at Miami University*.

Keywords: [\[Africa\]](#) [\[African\]](#) [\[Baby\]](#) [\[Beach\]](#) [\[Bodies Of Water\]](#) [\[Camel\]](#) [\[Cattle\]](#) [\[Celebration\]](#) [\[Ceremony\]](#) [\[Chicken\]](#) [\[Community\]](#) [\[Cooking\]](#) [\[Dancing\]](#) [\[Family\]](#) [\[Farm\]](#) [\[Food\]](#) [\[Friendship\]](#) [\[Fruit\]](#) [\[Ghana\]](#) [\[Goat\]](#) [\[Hard Work\]](#) [\[Holidays\]](#) [\[Language\]](#) [\[Multicultural\]](#) [\[Music\]](#) [\[Muslim\]](#) [\[Parade\]](#) [\[Preparation\]](#) [\[Religion\]](#) [\[Respect\]](#) [\[River\]](#)

2. Child, Lauren (2000). [I will never not ever eat a tomato](#). Cambridge: Candlewick.

Abstract:

Lola's brother goes to very creative lengths to encourage Lola to eat a variety of vegetables. When Lola refuses to eat peas, Charlie calls peas "greendropss from Greenland" and she nibbles one or two and says "quite tasty!"

Abstract provided by Valeria Ubbes, 2010 for the *Children's Picture Book Database at Miami University*.

Keywords: [\[Creativity\]](#) [\[Family\]](#) [\[Food\]](#) [\[Fruit\]](#) [\[Humor\]](#) [\[Nutrition\]](#) [\[Parents\]](#) [\[Photograph\]](#) [\[Siblings\]](#) [\[Vocabulary\]](#)






3. Cumberbatch, Judy (2006). [Can you hear the sea?](#). New York: Bloomsbury Children's Books.

Abstract:

Sarah's grandpa gives her a special shell and says if she listens carefully she can hear the sea, but all she hears are every day village noises.

Search Results

From the *Children's Picture Book Database at Miami University*

WEBSITE http://www.lib.muohio.edu/pictbks/	
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For your convenience, results have been split into page(s) in groups of 25.

Your Search for **Community** produced **332** item(s).

To find the item in the Miami University Libraries, click on the title.

These titles may also be available at your local school or public library.

For your convenience, results have been split into 14 page(s) in groups of 25.

[1] [2] [3] [4] [5] [6] [7] [8] [9] [10] [11] [12] [13] [14]

1. Agell, Charlotte (1994). [Dancing feet](#). New York: Gulliver Books.

Abstract:

Diversity in the world is shown through rhythmical lyrics and warm pictures. Diversity also includes the names of major body parts and functions.

Abstract provided by Miwako Monden, 1995 for the *Children's Picture Book Database at Miami University*.

Keywords: [\[Acceptance\]](#) [\[African\]](#) [\[Asian\]](#) [\[Body Image\]](#) [\[Body Parts\]](#) [\[Community\]](#) [\[Dancing\]](#) [\[Diversity\]](#) [\[Equality\]](#) [\[Exercise\]](#) [\[Family\]](#) [\[Food\]](#) [\[Friendship\]](#) [\[Multicultural\]](#) [\[Poetry\]](#) [\[Rhyme\]](#) [\[Walking\]](#)

2. Aiello, Barbara//Shulman, Jeffrey (1989). [Hometown hero](#). Frederick: Twenty-First Century Books.

Abstract:

Scott Whittaker recounts the events between Thanksgiving and Christmas in his diary. He starts a karate club at school and meets Bill Walters, a homeless man who was the quarterback of the local high school football team in 1967 The book ends with questions and answers about asthma.

Abstract provided by Keith E. Rhoades, 1995 for the *Children's Picture Book Database at Miami University*.

Keywords: [\[Accomplishment\]](#) [\[Appearance\]](#) [\[Assertiveness\]](#) [\[Asthma\]](#) [\[Community\]](#) [\[Decision Making\]](#) [\[Diseases\]](#) [\[Exercise\]](#) [\[Football\]](#) [\[Friendship\]](#) [\[Holidays\]](#) [\[Karate\]](#) [\[Kindness\]](#) [\[Peer Resistance\]](#) [\[School\]](#) [\[Shelter\]](#) [\[Sports\]](#) [\[Surprises\]](#)

3. Alarcon, Francisco X. (1997). [Laughing tomatoes and other spring poems](#). San Francisco, CA: Children's Book Press.

Abstract:

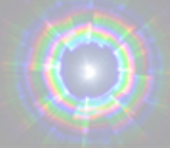
A bilingual collection of humorous and serious poems about family, nature, and celebrations.

2. Electronic Texts for Health Literacy

http://www.units.muohio.edu/healthliteracy/Etext2009_2010.html

50

Health Literacy Spectrum



[Electronic Texts](#)

[Public Service
Announcements](#)

[Picture Books](#)

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Electronic Texts for Health Literacy

Electronic Texts for Health Literacy are an interactive art form to educate children about their health. Colorful and active photographs of children provide peer education for modeling how to practice daily health habits. Bilingual story lines encourage kids of all cultural backgrounds to interact with others to promote healthy living. Click on the different E-Texts below to educate for health!

[A Day at the Park](#)

[A Game of Kickball](#)

[A Safe and Healthy Year](#)

[A Walk Through Nature With Our Senses](#)

A Habit of Mind: Stress Management



By
Lyndsay Rombough
and Heather Hoelle

Sometimes in school, I get overwhelmed and stressed with all the work.



A veces en la escuela, me sale abrumado y estresado con todo el trabajo.

There are many ways I deal with reducing my stress. Read on to find out!



Hay muchas maneras me ocupo de reducir mi estrés. Sigue leyendo para averiguarlo!

Example #2: E-Text for Health Literacy

52

Let's Get Ready for Bed!



Preparamos para acostarse!

By Sean Ross and Megan Temple

I use my **hands** to eat a healthy snack!



Uso las **manos** para comer un tentempié saludable!

With my **eyes**, I read the words on the pages.



Con los **ojos**, yo leo las palabras en las páginas.

Example #3: E-Text for Health Literacy

53

Making Daily Decisions

E-Text For Health

Presented by: Rachel Howell & Jessica Conner

National Health Education Standards

- NHES: Standard 5
 - Demonstrate the ability to use decision-making skills to enhance health.
- Performance Indicator
 - Pre-K-Grade 2
 - 5.2.1 Identify situations when a health-related decision is needed.

At snack time, do you decide to drink your juice with your *nose* or your *mouth*?



¿En la hora de la merienda, tu decides beber jugo con la *nariz* o con la *boca*?

As we are making the right decisions all day long, it is making our *bodies* and *minds* happier and healthier!!



Como estamos tomando las decisiones correctas durante todo el día, es hacer que nuestros *cuerpos* y *mentes* más felices y saludables!

Example #4: E-Text for Health Literacy

54

The **Do's** and **Don'ts** of Getting Along

El Hacer y No de Llevarse bien



By: Katie Osburn and Christina Zaffiro

Don't... call your friend mean names even if you're unhappy with them. Unkind words hurt feelings.



No ... llame a su amigo, los nombres, incluso si no está satisfecho con ellos. Palabras poco amables herir los sentimientos.

Using interpersonal communication skills

55 Don't... yell at your friend. This will make the problem worse and harder to get solved.



No ... Yell a su amigo. Esto hará que el problema peor y más difícil de conseguir resolver.

Do... treat others how you would like to be treated. Speak to them how you would like to be spoken to.



*Hacer ... tratar a los demás como le gustaría ser tratado.
Hablar con ellos cómo le gustaría que se les hable.*

National Health Education Standards

Grade Level: Third Grade

NHES Standard #4:

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Performance Indicator #4.5.3

Students will demonstrate non-violent strategies to manage or resolve conflict .

Habit of Health: Conflict Resolution*

Habit of Mind: Relationships and Safety*

* Ubbes, V.A. *Educating for Health: An Inquiry-Based Approach to preK-8 Pedagogy.* Champaign, IL: Human Kinetics

Electronic Texts for Health Literacy

56

Provide children access to reliable health-related information that is

- ▣ developmentally appropriate,
- ▣ culturally responsive;
- ▣ body-brain compatible; and
- ▣ health enhancing.

Ubbes, 2008

Presentation Objectives



57

At the end of this session, participants will be able to:

1. Describe similarities and differences between *health education* health literacy, and *medical education* health literacy based on a preliminary historical perspective;
2. Demonstrate examples of three themes in the health literacy literature;
3. **Identify research questions on health literacy that emerge from health education [and medical education] practice settings.**

Action Research Questions

58

- Can E-Texts for Health Literacy (Ubbes, 2009) be used for well-child check ups in waiting rooms and in other patient education contexts, e.g., Childlife Specialists in hospitals? Dental offices? Outpatient clinics?
- Can similar materials be extended to adults?
- Can E-Texts for Health Literacy be crafted for use in refugee camps, military service, and emergency shelters – to be promoted by US Public Health workers?
- Additional research questions on health literacy are now suggested by themes....

Theme 1:

Access to Reliable Information

59

RESEARCH QUESTIONS



- What is the best ratio between education and entertainment when we educate for health?
- How will consumers of all ages learn the vocabulary for their body, human senses, and health behaviors.
- Does language acquisition imply that naming something is the first step in knowing and recognizing it...before doing something further with it?

Theme 2:

Cultural Bias & Gaps in Information

60

RESEARCH QUESTIONS



- Will individuals learn health literacy better from people like themselves?
 - Gender
 - Race ethnicity
 - Linguistic ability
- How will e-Health design help to *personalize* health information for individuals and *customize* the educational format by practice settings?
- What is the impact of service learning in health promotion and disease prevention for increasing role modeling and social cognitive development?



Theme 3:

Language Elements that Communicate

61

RESEARCH
QUESTIONS

Include...



- How do words, pictures, and numbers work together to “educate for health”? (Ubbes, 2008)
- How does body language, rhythm, and environmental cues also support language acquisition, development, and action for health literacy? (Ubbes, 2008)
- How do people construct meaning when they lack the skills to decode the signs and symbols? Or lack information processing signals to read and recognize the information?

Summary

62



- We will continue to write about health literacy in health education and share educational materials via journal articles, grants, and web sites.
- We will continue to learn more about medical health literacy and try to team with professionals in the area to learn more. Any team players in the audience?
- We will investigate and document historical milestones in health literacy.



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Colleague Acknowledgement

65

- Dr. Jill Black, Associate Professor of Health Education and Archivist for the American Association for Health Education, passed away unexpectedly on April 29, 2011.



66

The End