

PA-HLC Health Literate Organizational Assessment

As a tool in the 10 Attributes “toolbox,” this Assessment will evaluate health literacy in your organization. Each of the three sections of statements on the Assessment has been rigorously evaluated by health professionals. These three sections come from the Institute of Medicine discussion paper titled *Attributes of a Health Literate Organization*¹. For more information related to the Attributes, please refer to this paper.

Instructions on how to use the Assessment:

- Answer each statement in each section as truthfully as possible.
- When scoring each statement, refer to this scale:

Not yet discussed	Discussed	Planned	Planning to implement	Implemented	Completed with ongoing evaluation
0	1	2	3	4	5

- **0** = The statement has not been discussed in your organization
 - **1** = The statement has been discussed but no planning has occurred
 - **2** = The statement has been discussed and planned
 - **3** = The statement has been planned to be implemented in the organization
 - **4** = The statement has been implemented in the organization
 - **5** = The statement has been successfully implemented in the organization and is being continuously evaluated
- Refer to the scoring key below each section for the relevant resource to assist your organization.
 - Refer to the color coding of the three sections of this Assessment. The color coding matches the color of the tabs of the information in the 10 Attributes Kardex that is relevant each section of this Assessment.
 - Use this Assessment prior to implementing tools from the “toolbox” in your organization.
 - Use this Assessment after implementing tools from the “toolbox” in your organization to evaluate change in the scoring of the statements.

This Assessment was created to evaluate the implementation of health literacy in your organization. Each section of the Assessment should be completed by the personnel that have the most knowledge of the topic described. Don't be discouraged if your organization scores lower than expected on the Assessment; it was designed to help identify areas for improvement to make your organization more health literate.

¹ (Brach, et al., 2012)



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Organization/Division: _____

Completed By: _____

Date Completed: _____

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Leadership/Integration/Operations

Health literacy is a strategic priority that supports the mission, vision, and operations

Leaders and managers continually support a plan around health literacy to raise awareness, promote staff engagement, or improve the care environment. _____

Clearly defined health literacy goals, competencies, and ongoing education activities have been established. _____

Resources – such as staff time, material cost, capital improvements, and consulting services – are dedicated to meeting defined health literacy performance goals. _____

Quality improvement assessments focused around health literacy are performed at regular intervals. _____

Leadership/Integration/Operations Scoring Key		
Score per statement	Resource Name	Resource to reference
0-1	Developing a Plan in your Organization	https://www.cdc.gov/healthliteracy/planact/develop/index.html
2-3	National Action Plan to Improve Health Literacy	https://health.gov/communication/hlactionplan/pdf/Health_Literacy_Action_Plan.pdf
4-5	Evaluating Your Programs	https://www.cdc.gov/healthliteracy/researchevaluate/program-evaluation.html

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Preparation/Communication

All staff understand the impact of health literacy and can demonstrate best practices and techniques to address this challenge

Treatment plans based on individual health literacy levels have been developed to support all patients and families in making informed decisions about personalized individual care. _____

All staff are routinely assessed and trained based on knowledge, skills, and attitudes critical to understanding and promoting health literacy. _____

Leaders and educators have identified and consulted evidence-based planning, training, and evaluation resources as needed. _____

Teach-back has been adopted as a core competency that is routinely taught, managed, and documented and is included in performance reviews for clinicians. _____

Staff-wide education is updated frequently and ongoing training may be offered as needed. _____

Patients are provided with language access services and receive information in a language they can understand. _____

Patient and family education materials are created and assessed using best practices related to health literacy including having conversations, asking questions, and engaging with health care decisions. _____

Preparation/Communication Scoring Key

Score per statement	Resource Name	Resource to reference
0-1	Quick Guide to Health Literacy	https://health.gov/communication/literacy/quickguide/healthinfo.htm
2-3	Find Health Literacy Training	https://www.cdc.gov/healthliteracy/gettraining.html
4-5	Health Literacy Training Resources	http://guides.lib.umich.edu/c.php?q=283033&p=1885791

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Information/Navigation

All patient education materials and health system information have been reviewed and assessed for ease of understanding

Critical information is limited to 3 to 5 points per topic and is written in plain language. _____

A wayfinding assessment has been conducted to improve signage and directions. _____

Assisting patients in getting to the appropriate location is a top priority and responsibility of all staff. _____

Planning, developing, and assessing all information used to educate consumers is a uniform process that uses evidence-based checklists and best practices of health literacy. _____

Community members (e.g. general patient population and/or specific demographic groups) play an integral role in planning and assessing informational content, service system design, and patient and family education. _____

Information/Navigation Scoring Key

Score per statement	Resource Name	Resource to reference
0-1	The Patient Education Materials Assessment Tool (PEMAT) and User's Guide	https://www.ahrq.gov/professionals/prevention-chronic-care/improve/self-mgmt/pemat/pemat-p.html
2-3	Harvard Wayfinding Assessment	https://cdn1.sph.harvard.edu/wp-content/uploads/sites/135/2012/09/activitypacket.pdf
4-5	Sustaining the Work or Initiative	http://ctb.ku.edu/en/sustaining-work-or-initiative