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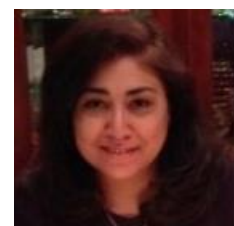
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Message from the Chair

Mina Ghajar, MLS, Chair, CAPHIS 2019-2020
Information & Education Librarian
George F. Smith Library of Health Sciences
Rutgers University



Greetings,

I am honored to be the new chair of MLA-CAPHIS, and I am looking forward to working with you to plan for this year. At our Business Meeting in Chicago, we discussed the formation of a committee to create a list of top 100 books for consumer health. I will be reaching out to you soliciting recommendations. We also discussed changes that are happening to the MLA structure.

I attended the Super Saturday Session at MLA, and we also invited Stephanie Fulton, MLA-Community Transition Team Co-Chair to our Business Meeting to talk to us regarding the structure changes.

Some of the CAPHIS board members are participating in the domain hubs planning discussions. I am the liaison to the Information Management Hub, and we are working on a vision statement.

At our Business Meeting in Chicago, we unanimously voted to create an endowed Professional Development Award and transition the CAPHIS funding to this endowment. The award is named after one of our most dedicated members: The Mary Katherine Haver Professional Development Award. **(Continued)**

(Message from the Chair Continued)

CAPHIS also sponsored a session in Chicago - *Elevating by Evaluating: Recognizing and Avoiding Implicit Bias in Consumer Health Information*.

That's all for now. Please keep in touch and let me know about your ideas of making our Section (Caucus!) better.

Mina Ghajar

Announcements

Awards

Karin Bennedsen, AHIP, Georgia Highlands College–Douglasville, has been accepted as an MLA 2019-2020 Research Training Institute Fellow!

Kathryn Houk, AHIP, University Libraries, University of Nevada–Las Vegas, and Jane Morgan-Daniel, AHIP, Health Science Center Libraries, University of Florida–Gainesville, have been named members of the 2019-2020 Rising Stars cohort!

Member Publications, Presentations, Conferences Attended, and Items of Interest

Published an Article

Loving Marquez, L, Ladd, DL. Promoting health literacy: finding consumer health resources and writing health materials for patients. *J Hosp Librariansh*. 2019;19(2):156-164. DOI: <https://doi.org/10.1080/15323269.2019.1585777>.

O'Hanlon, R. An evolving resource: CAPHIS's most trusted health websites. *MLA News* [Internet]. 30 May 2019. <https://www.mlanet.org/p/cm/ld/fid=1122&&blogaid=2556>.

Professional Organization of Interest: International Health Literacy Association

If you are engaged in health literacy in your role or are curious about learning more, the International Health Literacy Association (IHLA) may be of interest. IHLA was formed in 2016 and has members from around the globe who are engaged in health literacy research, policy, education, and practice. Currently there is no charge for membership. A benefit of joining IHLA is access to the discussion list, where members ask for advice and share relevant news, resources, and research.

You may also be interested in joining the "Librarians Advancing Health Literacy" Special Interest Group, chaired by CAPHIS's own Terri Ottosen. The SIG is in its planning stages, and initial plans include having an online meeting in June to discuss a journal article of interest. Please consider joining IHLA and connecting with other health literacy-minded individuals. Learn more and join at IHLA's website: <http://www.i-hla.org/>. Questions about the SIG may be directed to Terri Ottosen at ottosen@email.unc.edu.

Submitted by Megan Fratta, Community Outreach and Global Health Librarian, Health Sciences Library, University of North Carolina, Chapel Hill, NC

CAPHIS Officers for 2019-2020

Chair: Mina Ghajar

Chair-Elect: Dana Ladd

Immediate Past Chair: Erica Lake

Secretary: Margaret Ansell

Treasurer: Mary-Kate Haver

Hub Representative Updates

Clinical Support Domain Hub

Representative: Robin O'Hanlon

The Clinical Support Hub is working on identifying "broad activity areas" that CAPHIS could collaborate with other SIGs and sections on.

Area - Evidence-based practice curriculum & habits in health professions

- Working with nursing staff to get magnet status in your hospital
- Promoting the value of clinical/embedded librarianship
- Developing and providing resources for clinicians related to assessing and addressing racial and other health disparities, and integrating these into clinical support activities
- Outreach to clinical professional organizations

Area - Role of librarianship in clinical settings

- Researching value of clinical/embedded librarianship
- Starting a clinical/embedded librarianship program
- Offering different levels of embedded services e.g., rounding, clinical librarianship, morning report attendance, etc
- Offering research on ROI for clinical/embedded librarians
- Training librarians how to provide expert information service and searching at the point of care

Area - Providing high-quality health information to consumers

- Providing targeted consumer health information for patients and consumers
- Starting a research service [Researching and communicating how consumers and patients seek health information; developing strategies to improve information-seeking at the individual and community level; creating content to help clinical-focused librarians develop strategies to improve health information provision to patients and the public.]
- Publicizing targeted public resources

Items to be identified for each area:

- Why important? (...in order to...)
- If our Section/SIG is doing this (describe what group/what you are doing/how you are doing it)

- If our Section/SIG is doing something in this area, but we could do better collaborating with other groups (describe/add to idea)

This hub is a natural fit for CAPHIS because one of its core objectives is "providing high-quality health information to consumers."

Education Domain Hub

Representative: Maggie Ansell

Main Areas of Focus:

- Advocating for the role of and developing health information professionals as instructors.
- Working with relevant MLA structures to develop and/or ensure the offering of professional development for health information professionals - including (but not limited to) educational technology, and instruction, curriculum development, assessment, etc.
- Facilitating a sustainable education communication pathways between Education Hub and relevant stakeholders in order to connect curriculum and CE development in MLA. (this is about reducing silos, being a connectors to other hubs)
- Advocating for open-access/open-education resources.
 - Facilitating MLA educational participation by reducing/eliminating participation fees for MLA members
 - Building a collection of information science/information literacy resources
- Educating of LIS students, library partners (e.g., public librarians, other health educators), and other relevant stakeholders about the field of health sciences information professionals and health sciences information resources.

Vision Statement:

The Education Hub is a collaborative forum for MLA to advance members competencies through professional learning, developing teaching techniques, creating a platform of shared resources for ourselves and our patron communities, and educating stakeholders about the field of health sciences librarianship and the value of health and information literacy.

Possible Stakeholders (internal and external):

- All librarians who teach formally or informally; all librarians who need to acquire specialized knowledge to succeed in unique, embedded, and new roles.
- CHIS (Consumer Health Information Specialization) certificate holders
- Nurses and other health services professionals who teach formally or informally.
- Students: Library and health services professionals (possibly faculty and/or mentors for library students as well?)
- ACRL
- NNLM
- Association of American Medical Colleges and the Group of Educational Affairs (AAMC, AAMC-GEA, LCME) and other health sciences related-accrediting bodies.
- Physician Assistant Education Association (PAEA)
- Library Masters Programs/Schools

Possible projects:

- Map the IL framework to different professional requirements - create a synthesized map from multiple groups already doing this work (AAHSL, Dental Section/CHLA OHIG, NAHRS, ACRL-HS SIG)
- Open Repository of teaching resources (lesson plans, case studies, technique descriptions, educational technology modules/products reviews, white papers, etc.) - similar examples, [MedEd Portal](#) or [Teachers Guild](#)
 - Design process for repository development - learn from previous instances of education portals in MLA
 - Policy development related to copyright, authorship, review of submissions, editorial policies, DOIs, currency or rejuvenation of content.
- Collaborate on Professional Development series – some ideas are:
 - foundational series for new members or new to medlib colleagues;
 - how to be a clinical librarian (and other embedded roles);
 - investigating and testing instructional methods to improve professional development content, methods of delivery, and dissemination;
 - intro to instructional design, how to get a credit bearing course in your curriculum;
 - assessment – how to do it well; introduction to active learning techniques;
 - how to do educational assessment, evaluation, and research with rigor and validity;
 - how to conduct mixed methods, qualitative, and action research as well as familiar experimental research
 - How to support clinicians and others in multi-institution systems, at potentially large geographical distances “gathering education and professional guidance on how health sciences librarians are serving large, multi-site hospitals using digital technology and good old-fashioned customer service”
- Mentorship connection project
- Educating allied professions & library school students about what health information professionals do – position paper? Targeted outreach to library schools?

Global Health and Health Equity Domain Hub

Representative: Karin Bennedsen

The Global Health and Health Equity Domain Hub working group has already met four times. To begin with, they identified interested sections and SIGs and other organizations to reach out to and what we could offer them. When asked what CAPHIS’s interest in this domain hub is I told them that we are concerned with equity in access to health information – this can be expanded upon, but is a start. When asked what project we have going now that we would like to continue I said that we would like to maintain the CAPHIS top health websites list.

A survey was developed for the caucus reps to distribute to their members for input on a vision statement, past projects, future projects and initiatives, past and future monetary support for awards/scholarships/grants/programs, our section’s audiences, and anything else to keep in mind when creating a framework for the hub. Timeline: Survey sent to reps - 3/28/2019, Sent out and have returned to rep by 4/8/2019, Send compiled results to Domain Hub by 4/11/2019.

Unfortunately, I missed the meeting on 3/28/2019 due to a scheduling conflict and didn’t know about the tight timeline.

At the most recent meeting of 6/18/2019, work on a Vision Statement which covers the professional practice area for the domain hub was discussed. There was also a general discussion about projects: Exchanging programs with other libraries, partnering with non-library groups, and developing health literacy across diverse communities. Global health initiatives was also a lengthy topic and included developing how the two elements of the hub, global health and health equity, relate, as well as programming and resources.

The potential initiatives for the hub shared at Super Saturday of the 2019 MLA conference were:

- Sponsor MLA **meeting programming** related to health equity and global health.
- **Extend the reach of members' expertise** in global health and health equity arenas by idea sharing and the sharing of content.
- Define roles of **Allied Reps** and strengthen their ability to communicate.
- Collaborate to improve the experience of **international library visitors**.

Anyone who has input on CAPHIS's interest in this domain hub, ideas for what you see this hub doing, what you feel is important for CAPHIS in this hub, what you hope this hub will do for our constituents, or would like to help with the vision statement please email me, kbenneds@highlands.edu, so I can bring it to a meeting.

Information Services Domain Hub

Representative: Erica Lake

The Information Services Domain Hub's professional practice areas cover research assistance, outreach to specific communities, subject knowledge development, and expert searching - a very good fit for CAPHIS.

All of the Sections and SIGs with preliminary interest in this Hub have met via Zoom a couple times this Spring. So far, we've identified the following potential collaborative initiatives:

- One-stop portal for resources on different disciplines (public health, nursing, medicine, global health, OT/PT, medicine, etc.) Not FB/Google/Box, etc because of hospital/agency blocking
- Partnering with academic institutions to show the continued library services provided in the hospital setting that clinicians can access
- Promoting hospital libraries and the importance of having a librarian as part of the healthcare team. and navigating vendors and budgets
- Research/report on hospital libraries, support advocacy
- Best practices for developing frontline and administrative information services, advocating for services, understanding user needs, negotiating

Part of the purpose of CAPHIS is to network. Since we're all spread far and wide across the country (and probably beyond!), the Consumer Connections newsletter is our way of networking and sharing between annual conferences. Please send anything, which may be of interest to the members of CAPHIS, to the Consumer Connections editor. See issue deadlines listed at the end of the newsletter.

Original Articles

Plain Language is not for Dummies!

Ruti Volk, Lead, Patient Education and Health Literacy Program, Michigan Medicine, University of Michigan Health System, Ann Arbor MI

The Agency for Healthcare Research and Quality (AHRQ) recommends that all health care organizations and providers take universal precautions¹ to mitigate the negative effects of low-health literacy. These precautions must be applied to all patient interactions because clinicians are not able to correctly identify which of their patients has low health literacy. Stress and anxiety interfere with patients' ability to absorb, recall and use health information, even for those with average and above literacy skills².

AHRQ mandates that providers should assume that all patients and caregivers may have difficulty comprehending health information and should communicate with everyone in ways that anyone can understand. Everyone gains from health literacy universal precautions. Research shows that interventions designed for people with limited health literacy also benefit those with stronger health literacy skills³.

Plain language is a key, proven strategy for clearly communicating health information and improving health literacy. While American, Canadian, and European health policy makers support and promote plain language guidelines as best practice, adoption of plain language standards and skills in health-focused organizations have lagged. Barriers to more rapid diffusion of plain language are reflected in a set of myths perpetuated by critics. In a 2007 article published in the *Journal of Public Health Policy*⁴ Stableford and Mettger refutes these myths one by one. Following are two examples:

Myth: Creating plain language materials is easy. It doesn't require any special skills or training – it's just about using common sense.

Fact: The process of developing plain language materials requires knowledge of plain language guidelines. Practitioners need to master a set of very specific, evidence-based writing and design standards. An excellent guide to learn these skills is the CMS Toolkit for Making Written Materials Clear and Effective⁵, published in 2012.

Myth: Plain language means writing to a lower reading level. This myth suggests that if materials are written at the 4th, 5th or 6th grade reading levels, audience appeal and comprehension will automatically follow.

Fact: Writing to achieve a certain grade level is no guarantee of clarity, appeal, or comprehension. The CMS toolkit advises users to be cautious about using readability formulas for several reasons:

- Readability formulas ignore most factors that contribute to ease of reading and comprehension.
- Grade level scores for the same text can differ considerably depending on the formula you choose and how you use it.

Part 7 of the CMS toolkit⁵ states that imposing a grade level requirement has the potential to do harm because relying on a grade level score can mislead the writer into thinking that their

materials are clear and effective when they are not. Readability formulas are helpful only as tools for occasional limited use, not as ways to measure overall suitability of documents. The AHRQ PEMAT-P tool⁶ for assessing the quality of patient education materials does not call for a specific reading level. It refers users the CMS toolkit for clear writing guidelines.

1. AHRQ Health Literacy Universal Precautions Toolkit | Agency for Healthcare Research & Quality. <http://www.ahrq.gov/professionals/quality-patient-safety/quality-resources/tools/literacy-toolkit/index.html>. Accessed November 2, 2015.
2. Leslie R Martin, Summer L Willams, Kelly B Haskard, M Robin DiMatteo. The challenge of patient adherence. *Ther Clin Risk Manag*. 2005;1(3):189-199. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1661624/pdf/tcrm0103-189.pdf>.
3. Kripalani S, Weiss BD. Teaching about health literacy and clear communication. *J Gen Intern Med*. 2006;21(8):888-890. doi:10.1111/j.1525-1497.2006.00543.x
4. Stableford S, Mettger W. Plain language: a strategic response to the health literacy challenge. *J Public Health Policy*. 2007;28(1):71-93. doi:10.1057/palgrave.jphp.3200102
5. Centers for Medicare and Medicaid Services (CMS). *Toolkit for Making Written Material Clear and Effective*. ; 2012. <https://www.cms.gov/Outreach-and-Education/Outreach/WrittenMaterialsToolkit/index.html>. Accessed November 2, 2015.
6. Shoemaker S, Wolf M, Brach C. *The Patient Education Materials Assessment Tool (PEMAT) and User's Guide*.; 2014.

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Book Reviews

Cohen, Barry M. **Coronary Heart Disease: From Diagnosis to Treatment**. 3rd Ed. Omaha, NE: Addicus Books, 2019. 146p.

ISBN: 9781943886852. \$19.95

Coronary heart disease (CHD) is a narrowing of the arteries that supply blood to the heart. It affects more than 16 million Americans and is the number one cause of death for both men and women in the United States. Cardiologist Barry M. Cohen, M.D. provides a thorough overview of CHD and its causes, symptoms, and treatments in the third edition of *Coronary Heart Disease: From Diagnosis to Treatment*.

This book is an easy-to-understand resource for those who want to learn more about CHD. It is a valuable guide for those who are newly diagnosed with coronary heart disease as well as a handy reference for patients who have been managing their condition for some time. Chapters on symptoms, understanding heart attack, and heart disease in women provide specific details about

Publication Information

Statement

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Please contact the editor for information on submitting items for publication.

signs to watch for and steps to take if you are experiencing a cardiac event.

Cohen excels at describing, in simple terms, the many diagnostic and monitoring tests that patients may undergo and the variety of medical and surgical treatments available for treating CHD. The book also provides a basic overview of CHD, its risk factors, and tips for making lifestyle changes to prevent CHD or stop the condition from getting worse.

A no-frills user's guide to living with coronary heart disease, *Coronary Heart Disease: From Diagnosis to Treatment* is recommended for all consumer health and public libraries.

Reviewed by Sydni Abrahamsen, MLS, AHIP, Librarian, Mayo Clinic, Scottsdale, AZ

Call for Submissions

Do you have an interesting consumer health initiative or project taking place at your Library? Have you been spearheading innovative work with consumer health librarianship and want to let the world know? We want to hear from you! Consider submitting a brief article (200-400 words) to Consumer Connections!

Consumer Connections Newsletter considers for review books of interest to librarians, patients, caregivers, and the general public. This column will concentrate on reviews of recently published books about consumer healthcare information available in print and/or electronic formats. General interest titles related to healthcare and medicine may also be considered. It is the purpose of each review to provide a detailed description and critical evaluation of the work. Recommendations for purchase are also included. Book reviews should be 200-400 words. Reviews reflect the opinions of the reviewer, not of the *Consumer Connections Newsletter* Editors.

Persons interested in becoming a book reviewer or suggesting titles for review in the *Consumer Connections Newsletter* should contact the Book Review Editor: Claire Joseph Claire.Joseph@snch.org.

Deadlines for all submissions are March 1, June 1, September 1, and December 1 for publication on the 15th of those months.
