

INNOVATIVE TEACHING ACTIVITY

Maternal and Child Health Guidelines Assignment

Assignment Description & Grading Rubric

I. Overview of Assignment

Overview of Health Literacy

The purpose of this group assignment is for students to assess the public's health literacy of a recent women's health guideline change. Health literacy refers to the ability to access, understand, appraise, and apply health information in order to make an informed health decision (Sørensen, 2012). This is an important social determinant of health, which can impact the uptake and/or compliance with women's health prevention behaviors.

Maternal and Child Health Leadership Competencies

- Self: Ethics and Professionalism, Critical Thinking
- Others: Communication, Cultural Competency, Interdisciplinary Team Building
- Wider Community: Policy and Advocacy

II. Steps in Assessing Health Literacy

Step One: Select a Women's Health Guideline

Select one women's health guideline that has recently changed. Pick from the following (pelvic exam, pap screening, mammography), or find another with instructor approval.

Step Two: Plan the Interviews

You and your group members will conduct at least 9 interviews/surveys with individuals in the target range of the guidelines. Each group member should conduct and record at least 3 interviews each. The purpose of the interviews is to elicit participants' health literacy of this guideline.

You will draft an interview guide containing questions you will ask each participant to help you assess their health literacy of the chosen guideline. Before conducting any interviews, the guide should be approved by the instructor or adapted based on feedback. A draft interview guide that can be adapted is provided. Interviews can be done in person or on the phone.

Step Three: Conduct the Interviews

In preparation for the interview, prepare a brief introduction of the topic of health literacy, as well as an explanation of the purpose of your interview, to be provided to your interviewee before you begin asking questions. It is important that you are respectful and professional during the interviews.

The closing should include asking your interviewee for any further thoughts or comments, thanking your interviewee for their time, providing your contact information for any follow-up concerns. After the interview, be sure to follow-up with a thank you e-mail or letter to the person you interviewed.

III. Assignment Deliverables

Submit report

Your report should include the following:

- Description of the guideline and the change (e.g., target populations, behavior, and rationale for change)
- Summary of findings from interviews you and your group conducted
- Implications of findings
 - How could this impact clinical practice?
 - How could this impact women’s compliance with these guidelines?
 - How might this impact disease morbidity and/or mortality?
- APA formatting
 - Title page
 - References in APA 6th edition format
 - Reference page(s)
 - Times New Roman, 12-point font, double spaced
 - 1” margins

Submit peer evaluations (attached)

Present findings

Provide the class with a 10-minute oral presentation on your experience assessing the public’s health literacy. Present the information included in your report, as well as any personal anecdotes or thoughts on how health literacy plays a role in maternal and child health.

IV. Grading Rubric (Report)

Your assignment will be graded based on the following criteria with 20 points possible.

Criterion	Unsatisfactory	Average	Satisfactory	Points
Approved Interview Guide	The group did not receive instructor approval on the interview guide. 0 pts	The interview guide was not adapted. 0.5 pts	The interview guide was adapted and approved by the instructor. 1 pts	
Conduct at least 9 interviews (3 per group member)	No interviews were completed. 0 pts	Only a partial amount of interviews were completed. 1-2 pts	The quota for interviews was met. 3 pts	
Report: Describe guidelines and changes	Did not describe either guidelines nor the changes. 0 pts	Only partially described the guidelines and changes. 1 pt	Fully described the guidelines and changes. 2 pts	
Report: Summarize interview findings	Did not summarize interview findings. 0 pts	Incompletely described interviews – missing key details of findings. 1-4 pts	Fully described interview findings in a detailed manner by health literacy constructs. 5 pts	
Report: Implications	Did not describe how this could impact clinical practice,	Missing at least one implication component.	Accurately described how this guidelines change could impact	

	compliance, and disease burden. 0 pts	1-2 pts	clinical practice, compliance, and disease burden. 3 pts	
Presentation: Guideline	Did not include description of guideline change in presentation. 0 pts	Described guideline change, but missing key components in description. 0.5 pts	Described guideline change, including: target population, behavior, and rationale for change. 1 pts	
Presentation: Interviews	Did not include description of interviews in presentation. 0 pts	Did not fully summarize/synthesize interview results. 0.5 pts	Summarized and synthesized interview results for presentation. 1 pts	
Presentation: Implications	Did not include description of implications in presentation. 0 pts	Described partially implications for practice, women's compliance with guidelines, and burden of disease. 1 pts	Described partially implications for practice, women's compliance with guidelines, and burden of disease. 2 pts	
Peer Evaluation	A percentage will be applied to the 2 points in this category based on peer ratings. Although, failure to turn in your evaluations will result in zero points for this category.			
TOTAL				

Draft Interview Guide

Hello, my name is _____. Today I would like to talk to you about women's preventive services. There was a recent change concerning the recommendation for _____. We want to know what you think about these recommendations. We value your opinions, and will keep everything you say anonymous. If you're okay with it, I'd like to take some notes and get your feedback at the end. Is that alright?

- Tell me what you know about _____?
 - o Probe: Age groups, methods, recommendations
- Where do you find information about _____?
 - o What sources are most credible?
- What helps you judge whether you will _____?
- Have you talked to anyone about _____?
 - o Why?

[After the questioning, share your notes with the participant. Confirm that they are okay with what you wrote.]

Are you okay with what I wrote?

[Show the participant an information sheet from Office of Women's Health on this topic.]

Self-Reflection:

- Is this a good way to assess women's health literacy on this topic?
- What would make this better?

Peer Evaluation Rating Sheet

Your Name: Group Topic: Assignment:				
Assign you and your team member a score from 1 - 3 (1=minimal effort; 3= outstanding effort) on each of the characteristics on the left-hand column. Add the total points for each member in the bottom row (Total should be between 5 and 15 points)				
	Team Members' Name:	Team Members' Name:	Team Members' Name:	Your Name:
1. Participation				
2. Respect				
3. Attitude				
4. Communication				
5. The "extra mile"				
Additional Comments:				
TOTAL POINTS				

Participation – Team member demonstrated significant effort and a positive work ethic towards accomplishing tasks, communicating information about their portion of work, and in preparing the paper and presentation.

Respect – Team member was able to listen to opinions and points-of-view which differed from his/her own, without passing judgment or unfounded criticism. Team member was able to give his/her opinion in a way that demonstrated positive attention and consideration, high esteem, and regard.

Attitude – Team member demonstrated a positive attitude toward the activity and exhibited team spirit and willingness to help and contribute ideas.

Communication – Team member (even when shy) was able to talk and express opinions and perceptions and was an active communicator via e-mail and face-to-face.

The "extra mile" – Team member provided evidence of being motivated for this project; she/he searched for additional information outside of class readings and meetings, shared information, and/or motivated other the team to further investigate/study a certain topic.