

## NN/LM Final Project Report

Report ID: 968

Award Type:  Subcontractor ≥ \$20,001 Project

Region: MIDCONTINENTAL

Contract Number: HHS-N-276-2011-00006-C

Project Title: **Literacy for Life: Teaming Up for Healthy Kids and Communities  
Funding Information**

Name of Organization: **National Jewish Health**

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Reporting Period Covered: **19-AUG-2015 - 30-APR-2016**

Project Date: 19-AUG-2015 - 30-APR-2016

Extended Project End Date (if applicable):

Date Submitted 19-MAY-2016

Special Funding Initiative:  Yes

Minority Populations Served:  African Americans  
 American Indians/Alaska Natives  
 Asian Americans  
 Hispanics/Latinos  
 Native Hawaiians and Pacific Islanders  
 Other. Please Specify:

## **Executive Summary**

Outreach project collaboration between Library & Knowledge Services at National Jewish Health (NJH) and Morgridge Academy, a free Colorado Department of Education approved school, located on the NJH campus, which serves children who have been diagnosed with a chronic illness. Using the case made in the National Action Plan to Improve Health Literacy (1) this project aimed to address the impact of limited health literacy, which disproportionately affects lower socioeconomic and minority groups. Minorities, and low-income populations suffer higher incidences of asthma, emergency department visits and death due to asthma (2). These demographics represent a majority of students at Morgridge Academy. The aims of this project were to support lifelong health literacy skills for children who suffer chronic conditions; and increase the students' community engagement in health-related issues.

The project objectives were to:

- Empower the students of Morgridge Academy (grades 5-8) to ask meaningful and answerable health related questions of interest to each student.
- Teach students how to critically appraise the health information they find on the Internet for the purpose of finding good evidence to support decision-making.
- Foster additional health literacy with a project shared in the student's community of choice. The community is defined by the student and could include a church group, school classroom, family, etc.

Students learned how to research the answers to their questions and how to cite their sources. They used critical appraisal checklists "Trust It or Trash It" to evaluate online resources. Finally, students presented their information at a panel with school and hospital staff as their audience.

1. U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (2010). National Action Plan to Improve Health Literacy. Washington, DC: Author.
2. Moorman JE, Akinbami LJ, Bailey CM, et al. National Surveillance of Asthma: United States, 2001–2010. National Center for Health Statistics. Vital Health Stat 3(35). 2012.

## **Approaches and Interventions Used**

Entry Event: Idea introduced, where we want to go with it BRAINPOP Health Video: Asthma, then let kids explore the BrainPop website and pick a topic(s) they're interested in. 2-3 sentences of why they want to research it, "Yes, and" protocol. Introduce the essential questions and then re-write them in kid-language on chart paper. Need to Knows as homework and then as a class activity (fishbowl). Each student developed their own essential questions related to their topics. In addition, we worked as a class on these questions:

- What can we do to expand our knowledge of health literacy and share that knowledge with our communities?

- How can we ask meaningful/answerable health related questions?
- How do we critically appraise health information we find on the Internet for the purpose of finding good evidence to support decision-making?
- How can we foster additional health literacy with a project?

Administrative/Planning Activities: the 5th grade teacher and the school librarian completed the PBL Planning Document. They took the class on a field trip to the Denver Museum of Nature and Science to explore their Health Expedition exhibit and gain more insight into their health topics, NJH Medical Librarians did two workshops with students about how to evaluate websites and collect information. They also gave students feedback on their final presentation. Students learned how to research the answers to their questions and how to cite their sources. Finally, students presented their information (via laptop displays) at a panel with school and hospital staff as their audience.

### **Evaluation Activities**

A Post Survey was given to the students the day after presentations: written response to all panel feedback (I agree, I wonder, Next time I will...) I used to, but now I... Teachers reflected on the following questions:

1. What was the most beneficial part of your PBL? (give specific examples)
2. What surprised you about the students and their learning? Why? (give specific examples)
3. If you were to do this PBL again, what would you change? Why?
4. What could be added to this PBL to make it more successful for the students?
5. Was the summative assessment a good representation of what the students learned?
6. How could the panel be improved?

### **Problems or Barriers Encountered**

Students needed a lot of support around research (how to conduct research, how to cite sources, how to ask answerable questions, how to evaluate sources, etc.). NJH. We had a few students who either couldn't or wouldn't participate in presenting.

### **Continuation Plans**

There are no plans to extend the project. It is expected that the checklist for evaluating online resources can continue to be used in class.

### **Impact**

Literacy for Life: Teaming Up for Healthy Kids and Communities was a health literacy and community outreach project collaboration between Library & Knowledge Services at National Jewish Health (NJH) and Morgridge Academy, a free Colorado Department of Education approved school, located on the NJH campus, which serves children who have been diagnosed with a chronic illness. Using the case made in

the National Action Plan to Improve Health Literacy (1) this project aimed to address the impact of limited health literacy, which disproportionately affects lower socioeconomic and minority groups. Minorities, and low-income populations suffer higher incidences of asthma, emergency department visits and death due to asthma (2). These demographics represent a majority of students at Morgridge Academy. The aims of this project were to support lifelong health literacy skills for children who suffer chronic conditions; and increase the students' community engagement in health-related issues.

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The grant opportunity was announced at the Department of Medicine Meeting to bring awareness to collaboration between medical and school library staff. Faculty were invited to attend the panel presentations. National Jewish has a culture of patient education and library participation is valued.

### **Lessons Learned**

We were surprised by some of the topics that were chosen, but liked that students were interested in learning about diseases/conditions that they really had no knowledge about. Once they started their research, it was really neat to see them excited about the new information they were learning. The absences were definitely problematic and I think the students that were present for most of the PBL felt much more confident with their presentations.

We were surprised at how difficult it is to address quality of information vs. content of information. Why is information valuable, beyond simply answering a question. This is a life-long, meta-cognitive skill where we ask students why they trust an online resource (not simply whether a resource answers their question).

Absences were a huge issue and impacted the project. We were impressed by how well the students spoke during their presentations.

If offered in the future, we would have students work in groups or a single large group and have them

walk through the evaluation checklist for one or two websites. This way the focus would be on assessing a website, rather than presenting a topical overview. The Trust It or Trash It activity was a great way to get them started on what it means to find reliable information. Additional activities involving comparisons of websites would really drive the point home.

We would spend more time on the research component. It would be helpful to have them provide more feedback for each other throughout the project. They could evaluate websites in pairs or as a group, check-in with each other weekly to see how the research is progressing..etc. For some students, having a peer or peers to work with along the way would be a nice way to provide support. We would also try to plan for more one on one support for students to make sure each of them could take the knowledge they gained and apply it in a new, un-supported environment.

We felt we were effective in letting students have a voice and choice in what they wanted to research. Presenting to NJH staff situated the project in the real world and made students practice communication skills with adults.

#### **Other**

Ms. Knight was unable to provide reports of the pre and post test results due to staffing shortage.

#### **Attachment 1**

OARF summary data: Subcontractor activities