**Health Literacy Assessment**

**For the exercise pamphlet that I will be handing out to my workshop participants, I used a number of resources to assess health literacy. I viewed Karen McCulloch’s voice thread on making a pamphlet more “appropriate” for patient and family education. In addition, I read the material posted on Sakai from Jensen and Mostrom (Teaching and Learning for Physical Therapists) along with the chapters by Plack and Driscoll (Teaching and Learning in Physical Therapy).**

**Using the Fry graph and SMOG value calculation, I estimated that the reading level for the exercise instruction were in the 4th-6th grade range. But the introduction to the pamphlet was at a higher reading level, with longer sentences and many more polysyllabic words. I did have my 12 year old daughter Carli read the whole pamphlet to make sure it was understandable. I included only what I thought people needed to know. I linked the exercises with basic movement patterns and then linked those movement patterns with everyday activities to help people understand why the exercises will help them.**

**I used bullet points instead of long sentences when explaining the exercises. The pictures are visually clear and simple. As for the layout I made sure I used sufficiently big font with a plain style text that is easy to read. There is enough blank space so that the material on the page does not appear to be too dense. As Dr. McCulloch suggested, I minimized putting references in the pamphlet, as that would be of little use to the end users.**

**For the presentation I will need to assess the experience and expectations of the audience and make needed modifications for individuals with injuries or more limited movement capabilities. I will be using the pamphlet for the presentation instead of a power point, as my committee members suggested, for this older audience. I will again focus on why functional exercise is important and link the exercises to movements and tasks that will be helpful to participants. Speaking clearly and slowly with sufficient volume is usually a challenge for me and will need to be a focus. I will be spending at least half of the presentation going over the exercises via demonstration and having participants performing the exercises (with modifications when appropriate), to maximize retention. I will provide a Q&A at the end to help with comprehension and further retention. I think that the amount of material I am presenting is manageable for the hour of time that I have been allotted.**