

Introduction to Community Health Advocacy

Class # 5 Barriers To Access/Use Of Health Care

Course Objectives:

Demonstrate knowledge of barriers to primary health care

Class Objectives: The student will be able to:

Describe why a person may not have knowledge on how to access the system

Identify personal, system and provider level issues that affect access

Develop ways to identify what a person's barriers might be

Recognize health information accessible to people with low literacy

Participants:

Instructor(s)

All registered participants

Materials/Resources Needed:

Nametags

Case study

Equipment Needed:

Newsprint

Masking tape

Markers

Plan for the Class:

- I. Questions, comments from previous class—Health Promotion Disease Prevention**

- II. Identifying and Overcoming Barriers to accessing care.**
 - A. By way of example, faculty facilitates a discussion with students around how obesity can serve as a barrier to accessing health care. Faculty invites students to identify things that may make it difficult for an obese patient to access health care. As students identify appropriate responses, record main points on newsprint. Perhaps the faculty member will invite a student to serve as the scribe while she facilitates the discussion.
(15 minutes)

 - B. Faculty summarizes discussion, underscoring student input, and expands the conversation to review other personal, system and provider issues

which could serve as barriers to accessing care. Document additional barriers on newsprint for use later.

(10 minutes)

- C. Faculty invites students to share an example of a person having difficulty accessing care, and for the student to suggest what kind of barriers may be contributing to difficulty accessing services. Document additional barriers on newsprint for use later.

(10 minutes)

- D. Faculty facilitates exercise where students begin to identify both complexities of barriers to accessing care and possible solutions
1. Divide students into groups of 2 or 3.
 2. Using the barriers identified above, invite students to identify possible solutions, encouraging students to think creatively, beyond the health care system as we know it now. Ask students to track their conversation on newsprint.
 3. Invite each group to report out to larger group

(20 minutes)

Break (15 minutes)

III. Lack of Health Literacy as Barrier to Care

- A. Faculty provides a mini-lecture reviewing basic information around health literacy, distinguishing from basic literacy and identifying overlapping issues. Introduce students to the SMOG reading ability assessment, and review with students clues to detect low literacy, and the importance of an easy tool to assess literacy skills.

(15 minutes)

- B. Faculty facilitates exercise where students make judgments about readability of brochures/educational items students have collected for their homework assignment from last week.
1. Divide students into groups of 2-4
 2. Invite students in the small groups to select two or three brochures/educational materials, and to use SMOG test to evaluate a patient's literacy and health literacy.
 4. Invite students in the large group to report their findings and discuss the implications for the patient when they are either able or not able to understand the educational materials the students chose to evaluate. For example, what would be the implication for the patient if they were able or not able to understand the directions that accompany a medication. and discuss health literacy and understanding/lack of understanding.

(25 minutes)

IV Conclusion

- A. Summarize literacy discussion
- B. Ask for questions/need for clarification from the class
- C. Previewing the next class: Cultural Health Beliefs and Practices—students are to write down some health belief or practice from their family experience and come prepared to discuss.

(10 minutes)