**Three steps to health literacy in our pharmacy**

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| **Steps** | **Tools** | **Techniques & Examples** |
| **1:** Find out what people know | Ask questions | * *“Codral has paracetamol in it - are you taking any other products with paracetamol in them like Panadol or Lemsip*?” * *“Tell me what you know about your heart medicines*” |
| **2:** Build health literacy skills and knowledge (and link it back to what people already know) | Give information in logical steps | * *“First you need to do this because ... and then do this next because*.”   Link it to what people already know. |
| Give information in manageable chunks | * Don’t overwhelm people with too much information. * Prioritise what people need to know now.   Link new knowledge to what people already know. |
| Ask questions | * Use closed questions to find out specific information e.g. what, when, how, who. * Use open questions to find out more background information and context e.g. “*tell me what you know about this medicine.”* |
| Explain technical words | * Teach people the proper names for their medicines and how to say them e.g. “*you say beater blocker.”* * Use ordinary language instead of technical terms. * Build on the words people already use. * If you need to use technical terms, explain them. |
| Use visuals | * Use lots of pictures and diagrams. * Use diagrams to explain how their body works. * Label pictures with technical words. |
| Use written materials | * Help people understand why they need to read the material and how it will help them. * Circle, highlight and underline key information. * Choose written material that isn’t too complex and technical. |
| Help people to anticipate the next steps | * *“You will need to go back to see your doctor and get a repeat of this medicine before ...”* * *“If it doesn’t get any better in three days go back to your doctor.”* |
| Medicine reviews | * User the actual medicines when talking with people. Start with the medicine they know the most about or the one that is causing them concern. |
| Reinforce and emphasise | * Reinforce what people already know - this helps motivate them to learn more. * Emphasise key points - “i*t is really important you do these things in this order*”.   If someone doesn’t understand the first time, go over it again in a different way and reinforce what they need to know and do. |
| **3:** Check that you have been clear (if not, go back to Step 2) | Use Teach-back | * *We’ve talked about a lot today. To make sure I’ve been clear, can you tell me what you are going to do when you get home*? * *“Just to make s ure I haven’t missed something, can you tell me what I have told you about your xx medicine?*”   Don’t use:   * *“Do you have any questions*?” * *“What questions do you have*?”   Most people will say “*no*” or “*none*” to these types of questions. |

