PROMOTING MATERNAL HEALTH LITERACY THROUGH REFLECTIVE PRACTICE

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At the end of this session, you will be conversant in:

- Health Literacy
- Parental Health Literacy
- Reflection
  - Parenting Skill
  - Literacy & Health Literacy Skill
  - Empowerment Skill
- Dynamic Tension for Response-ability
Health literacy is one of Multiple Functional Literacies

Literacy always is used for practical purpose

#1 & 2
Parents use HL to Participate in healthcare & take care of themselves and family #3
Maternal Functional Health Literacy

The cognitive and social skills that determine a woman’s motivation and ability to access, understand and use information and services to promote and maintain their health and that of their children.

#4
Three categories of health literacy skills

1. Basic Skills for understanding information

#5
Three categories of health literacy skills

2. **Interactive skills**
   to personalize info
Three Categories of Health Literacy Skills

3. Reflective Skills to apply info in context
Reflection: the 4\textsuperscript{th} R

Think
Link
Respond

#6
Empowerment = *Response-ability*

Process through which parents gain greater control over decisions & actions affecting their health.
Enabling

taking action in **partnership** with parents to **empower** them to promote and protect their **health**
Promote Health Literacy

Empower parents
to take action for health

- use information & services
- to manage personal & child health

#8
3 ways to promote HL

- Health Education
- Skills development
- Direct assistance

#9
Primary Orientations: Thoughts, Feelings & Actions

DEFAULT MODE
Problem Orientation

EMPOWERED MODE
Outcome Orientation

Think
Problem

React

Link
Anxiety

Think
Outcome

Respond
Baby Step

Link
Passion

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Dynamic Tension: The Process of Creating Outcomes

Think
What do you want?

Tension

Respond
What’s next? Baby Step

Link
What have you got?

What’s helping?

What’s missing or in the way?

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1. **Think about the outcome**
   What do you want?

If we shifted from telling to asking what would be different
- for families?
- for visitors and supervisors?
- for the program?

How will we know shifted?
Step 2: **Link** to current **reality**

What have we got?

- How do we use reflective questions already?
- What might get in the way of shifting from telling to asking?
- What supports are in place?
- What’s missing?
Step 3: **Respond with Baby Steps**

What’s next?

What baby step(s) could we take to shift from telling to asking?

- What could we keep doing?
- Start doing?
- Stop doing?
- Do differently?

*Small action. No prior steps. Yours to do.*
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