

## Planning Health Education – Materials, Using Technology

### OVERVIEW

This learning activity focuses on the selection and creation of high-quality instructional materials, and the use of technology in health education. Health literacy is a foundational concept in this exploration, since it strongly influences the appeal and effectiveness of a specific material on various clients. It is important that nurses are adept in assessing the suitability of instructional materials for their clients. These materials do not replace or overshadow the nurse as educator, but rather augment the teaching provided. Whether using available materials or creating custom ones, it is the nurse's responsibility to ensure accuracy, quality, relevance, readability and accessibility to the resource(s).



"Instructional materials are the actual matter or substance physically manipulated with the aim of promoting client learning. These materials are used by the teacher as well as the client. Instructional materials provide ways to use all senses to enhance learning. Some materials allow for the physical contact that kinesthetic learners need, whereas others enhance and reinforce cognitive knowledge. Still other materials invite emotional involvement, which is crucial for changing attitudes." (Miller & Stoeckel, 2019, p. 318).

### LEARNING OUTCOMES

This learning activity is intended to provide the learner with the opportunity to:

- Describe the importance of health literacy in evaluating instructional materials

- Evaluate the readability and appropriateness of selected health education materials.
- Identify reliable sources for obtaining health-related pamphlets and brochures.
- List criteria for evaluating the accuracy and reliability of health web sites.

## **PREPARATION**

**READ:** Chapter 12: Instructional Materials in your Miller textbook.

**EXPLORE:** the Merlot Health Science Learning Materials repository at  
<http://www.merlot.org/merlot/materials.htm?category=2683&&sort.property=overallRating>

**EXPLORE:** the National Center for Accessible Instructional Materials at <http://aem.cast.org/>

**VIEW VIDEO:** Digital Health Stories-Poison Ivy <http://youtu.be/XTaq8U85leQ>

**VIEW VIDEO:** Digital Health Stories-Lyme Disease <http://youtu.be/vlXhiSY-o9s>

## **ONLINE ACTIVITIES**

### **HEALTH INFORMATION EVALUATION FORUM**

Find a health-related printed or digital advertisement or information sheet for a product or medication. If the resource is printed, scan it and save as a jpg or png file. If it is digital and not in image form, take a screen shot and also save as an image file.



Use your favorite app/software to analyze the resource – import your image into an empty page, then answer the following questions below the image.

- Identify the central message of the advertisement. What is explicit? Implicit?
- What assumptions does the advertisement make about the client's health literacy?
- At what reading level is the advertisement?
- What is your final opinion about the quality of this resource?

Save your entire work as an image or pdf file and upload it to the forum.

Provide a summary of your resource and its source in your Moodle forum post.

Comment constructively on at least one other classmate's post.

Also add your work to your PebblePad ePortfolio page.

## MEDIA SELECTION ANALYSIS WORKSHEET

Download a copy of the worksheet and use it to describe the key electronic media tool you are planning to make for Assignment 4: Prevention Education Teaching Kit. Upload your completed worksheet next week with your Assignment 4 work.



## REFLECTION

How can you produce interesting and dynamic teaching tools with limited time and budget restraints?

## REFERENCES

Miller, M. & Stoeckel, P. (2019). Client education: Theory and Practice. Jones & Bartlett.