

INTRODUCTION

Health Literacy is defined as the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions. The 2003 National Assessment of Adult Literacy found that 14% of study participants had *Below Basic* health literacy and 22% had *Basic* health literacy. This same survey found that over 50% of Hispanic and Black populations have had basic or below health literacy. A program was initiated at the Center for Imagination (CFI) in Nashville, TN focused on improving health literacy in the community. CFI is a community, after school program located in the Bordeaux neighborhood of North Nashville. The mission of CFI is to inspire, inform, and instruct local youth. Evidence is growing that youth in nurturing educational environments see downstream health benefits as well. Over a three month period, students were engaged on a regular basis concerning health topics and were asked to produce a video. The goal of the program was to expose the students to various topics, work with them to produce a video describing various health topics, and share the video with their parents and community with the hope of improving the health literacy of the community. Further work is planned to implement a health literacy survey that evaluates health literacy on a topic level based on the videos produced by the students.

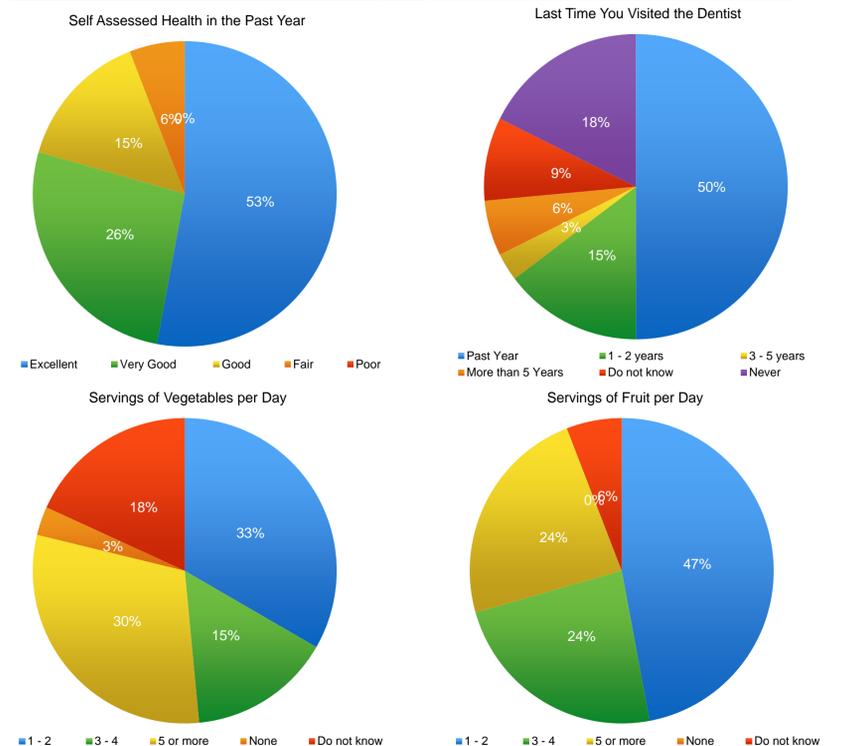
METHODS

Health presentations were created with the input and work of the students. The content of the presentations were directed by the various health literacy surveys. The Newest Vital Sign (NVS) test's both word and number literacy skills. NVS takes approximately three minutes to administer. It utilizes an ice cream food label to test a patient's health literacy. Each of these tools have been validated using the Rasch model. The Rasch model is a psychometric model used for the analyses of educational tests. There are three assumptions used in the Rasch modeling: specific objectivity, statistical sufficiency of raw scores, and local independence of item responses.



FINDINGS

Reaction from Students	Reaction from Parents
"It was a lot of fun making the video. We also got a chance to learn about health and dress up like doctors."	"To see the kids on the screen dressed like doctors and talking about health was great."
"The video was really fun to make. I felt like a doctor with the tools."	"It has been really great for the kids to interact with the Meharry students and see that's its possible to become a physician."
"I know a lot more about health now that we worked with Dr. Craig."	"I found it very helpful to hear and see my child talking about health issues that I am dealing with on a daily basis. I hope she can avoid some of the health mistakes I've made."
"We learned about how to be doctors and tell the community about health."	



CONCLUSIONS

- Social Determinants of Health - Educational nurturing environments at a young age have shown to lead to better overall health.
- Inspiring and encouraging the next generation of healthcare providers - Each week saw more and more students become interested in working with the project and the healthcare field.
- Creating homegrown healthcare advocates - We were able to qualify the impact of exposing students and parents to health information they put together as conversations developed with each showing of the videos.
- Developing tools for use by and in the community - We plan to continue working with the students on developing and refining the videos as well as health topics. In addition, we hope to develop a health literacy survey to help evaluate the content of the videos. The target audience of developing the videos would remain elementary and middle school students while the target audience for showing the videos would be the elderly community.