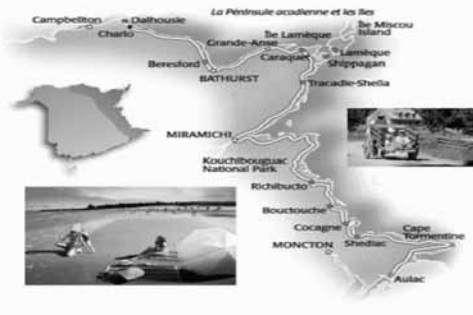


LITERACY AND HEALTH: AN INNOVATIVE WAY OF MEETING THE CHALLENGE OF NORTHEASTERN NEW BRUNSWICK

By
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Atlantic Summer Institute on
Healthy and Safe Communities
UPEI, August 2008



FOR YOUR REFERENCE . . .

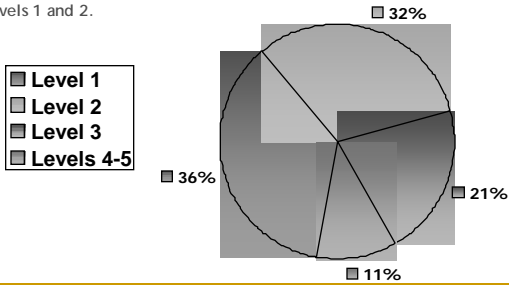


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Descriptors	Health Region 6	New Brunswick
Total population (1)	82,929	729,498
Population variation (%) between 1991 and 2001 (2)	-7.8	-2.2
Percentage of the population living in rural regions (2)	65.7	49.8
Percentage of the population whose mother tongue is French(1)	83.7	32.9
Average personal income (\$) of persons aged 15 and over (1)	21,232	24,091
2003 unemployment rate (%) in persons aged 15 and over (3)	17.3	10.6
Percentage of 20-34 year olds who did not finish high school (1)	24	17
Percentage of 34-44 year olds who did not finish high school (1)	37	26
Percentage of 45-64 year olds who did not finish high school (1)	50	37

A SITUATION CALLING FOR ACTION

68% of New Brunswick Francophones are at Levels 1 and 2.



Percentages resulting from tests carried out in reading, writing and arithmetic (Wagner, S., 2000. *Pour une société pleinement alphabétisée*)

ADVERSITY AS INCITEMENT

- RURALITY
- LINGUISTIC MINORITY
- LITERACY EDUCATION



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A FEW DEFINITIONS

- Literacy education

Teaching or learning how to read and write
(Wagner, 2002 p.12)

- Literacy

The ability to understand and employ printed information in daily activities, at home, at work and in the community. (OECD and Statistics Canada, 1997, p.14)



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WHY DOES IT MATTER?

■ HEALTH LITERACY

- *Group of interrelated skills that include being able to read and act on written health information; verbally communicate health needs to physicians; and understand and act on the instructions received.*
(CCL, 2008).

PROJECT IDEA

- FUNDING OPPORTUNITY THROUGH THE PHCTF (HEALTH CANADA)/ SOCIÉTÉ SANTÉ EN FRANÇAIS
- IMPROVED ACCESS TO HEALTH SERVICES FOR FRANCOPHONES
- GOLDEN OPPORTUNITY TO WORK ON THE HEALTH-LITERACY CONNECTION



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HYPOTHESIS TESTED

- Enhancing the ability to cope—*exercising greater control over one's own health*—requires recognition of the potential . . .



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NEW DIRECTION

- The World Health Organization (WHO) defines health promotion as
 - “A process for enabling people to take control over and improve their health” (WHO, 1999).



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OVERALL GOAL

Enhance empowerment in the northeastern New Brunswick Francophone population by providing simple, clear and relevant information through radio messages



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ACTIONS TAKEN

- Using the findings from previous studies
 - Health profile of the Region 6 population (Chaleur and Acadian peninsulas) carried out in December 2004
 - Study carried out by the Association des Aînés Acadiens et francophones du Nouveau-Brunswick in 2004



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ACTIONS TAKEN

- Validation and investigation
 - With key informants (85)
 - Within the community (13 discussion groups, 166 participants in total)
 - What is health, what do you do . . .
 - Awareness of services available
 - Health and self-care
 - Media consumption habits



ACTIONS TAKEN

- Priorities set by the community
 - 13 priority topics emerged, including
 - Sexual health (sexual orientation, contraception, abortion, etc.)
 - Mental health (self-esteem, stress management, suicide, etc.)
 - Food and physical activity (obesity, etc.)
 - Spiritual health (solitude, belonging, etc.)
 - Social health (violence, communication, discipline, dependency, etc.)



MEDIA CAMPAIGN




Health capsule with three elements

1. A theme song
2. A thought
3. A message



MEDIA CAMPAIGN




Theme song
 - one song
 - two variations

Content
 - confiding tone
 - familiar-
 - sounding voice

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MEDIA CAMPAIGN




Health capsules
 produced jointly
 between

1. A community member
2. The designer

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MEDIA CAMPAIGN




Airing the capsule

1. Validation from the community committee
2. Media partnership

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MEDIA CAMPAIGN



Preliminary assessment of the first stage of the campaign



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PRELIMINARY RESULTS

- **Visibility**
 - 97% heard it
- **Discussion generated**
 - 61% with one or more family members
 - 58% between friends
 - 1% with family doctor
- **Affected by one or more *trucs* (tactics)**
 - 86% mentioned a specific tactic
- **Desire to try one or more tactics**
 - 41% say yes



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PRELIMINARY RESULTS

- **Usefulness of the capsule**
 - 70% "helped me improve my health"
 - 68% "helped my family"
- **Personal responsibility for health**
 - 77% understand that . . .
 - 20% are aware
 - 3% remain unchanged
- **14% suggested their own tactics**

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RESULTS

- RURALITY
 - BROAD REACH OF RADIO
- ILLITERACY
 - EMPOWERING HEALTH CAPSULES
- HEALTH
 - PROVIDING TOOLS



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MEDIA CAMPAIGN



A second phase to generate

1. Health workbooks (*cahiers santé*)
2. 13-episode TV series



Available at: www.capsulesante.ca



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CHALLENGES

- Project complexity
- Cultural differences
- Pairing themes with capsules
- Contributors' origins



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KEY FACTORS TO THE PROJECT'S SUCCESS

- A sustained focus
- Clear, simple and accurate information
- Ability to mobilize the community
- Ability to forge and work in partnerships
- Previous experience
- Networking skills



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MADE POSSIBLE THANKS TO

- The northeastern New Brunswick Francophone population
- The Acadie-Bathurst health authority
- The Bathurst-Chaleur literacy committee
- The Chaleur Parish Nursing team
- The Réseau Communauté en santé–Bathurst
- The Nursing Sciences school, Université de Moncton (Shippagan Campus), Bathurst, New Brunswick



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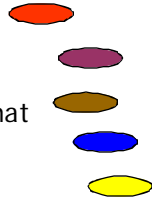
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THE *CIRCLE OF HEALTH*: A PRACTICAL APPROACH TO LITERACY

- Needs - Goals
- Values - Why
- Populations - Who
- Determinants - What
- Strategies - How



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NEEDS

■ Some questions to ask

- What do we know about the current state? (Evidence)
- What is our dream for the desired state of well-being in terms of needs? (Vision)
- What is our big picture of the desired change? (Goal)
- What are the different parts of the change? (Objectives)

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WHY

■ Some questions to ask

- What values or principles will guide the plan?
- What will we do if values conflict within the plan?
Or with partners?
- Do we want to distinguish between overall values (strategic) and operational values (action)?

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WHO



- **Some questions to ask**
- Who will be the focus of the plan – target population?
- Who is impacted?
- Who is involved now?
- Who else needs to be included?
- What populations have power and influence to bring about the desired change?

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WHAT



- **Some questions to ask about determinants**
- What determinants or factors are essential to our goal and objectives?
- What determinants or factors are related to our goal and objectives?
- What determinants of health are addressed now?
- Where are the gaps?

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HOW



- **Some questions to ask about strategies**
- How can we bring about the desired change(s)?
- How do the different strategies link together?
- How will we know if we are achieving our goals and objectives?

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THE RÉSEAU COMMUNAUTÉ EN SANTÉ
DE BATHURST
AND THE UMCS-BATHURST
NURSING SCIENCES SCHOOL
THANK YOU FOR
YOUR ATTENTION AND INTEREST IN
HEALTH LITERACY
