Objective
Develop a one hour online tutorial to introduce University of Utah Health Sciences students to the concept and importance of health literacy and foster InterProfessional discussion.

Background
- University-wide Health Literacy Interest Group (HLIG) in existence since 2006
- Health Literacy White Paper created by HLIG and approved by senior health sciences administration
- First action: for inter-professional faculty team to create health literacy online tutorial as baseline educational goal

Methodology
- Formed HLIG Educational Subcommittee to create tutorial
- Tutorial built using MLA Health Information Literacy Tutorial as the foundation
- Content scrutinized to ensure that included tools are evidence-based
- Beta tested by various groups
- Librarians will monitor Inter-professional discussion

Technology
The following were used:
- Instructure Canvas (delivery/campus LMS)
- Microsoft PowerPoint (slide creation)
- Adobe® Captivate® (sound and interactivity)

Tutorial Contents

Pilots and Results
- First Pilot Spring 2012
  - Taken by a diverse group of 8 health sciences faculty and 5 members of the Health Sciences Student Council (HSSC)
  - Comments were gathered via tutorial discussion module, email and in-person
  - Content modified in line with comments
  - Example of comments:
    - “Should avoid Yes or No questions.”
    - “I am all for writing SMART objectives, but the second slide notes the core competencies that the learner should have in practice.”
- Second Pilot Summer 2012
  - Prototype to be taken by an incoming, first-year cohort in the College of Nursing, along with a diverse group of HLIG members and Eccles Library faculty

Pending Issues
- Will the tutorial be mandated for all students or a spectrum?
- What level of interaction should occur between discussion question moderators (librarians), students, and their faculty?
- How is credit given for tutorial completion?
- How will it be advertised to students?
- How will student response be assessed?
- How will tutorial content be kept current?

Lessons Learned
- Expect competing ideas about how to incorporate into different colleges’ curricula
- There was strong commitment to the topic itself
- Hope tutorial serves as foundation for continued emphasis of topic
- Time for development took longer than expected due to building consensus & differing views
- Content varied from that desired by librarians
- Canvas delivery platform was chosen based on student familiarity, but tutorial application was problematic

Creators
- HLIG Education Subcommittee members:
  - School of Medicine: Jeff Coursey, Lisa Gren, Michele Haight, Sara Lamb
  - College of Nursing: Sue Chase-Cantarini, Sherri Evershed, Mary Gibson
  - College of Pharmacy: Marty Malheiro, Elizabeth Young
  - College of Health: Patricia Eisenman, Glenn Richardson
  - Library: Peter Jones, Jean Shipman, Alice Weber
  - Department of Communications: Helene Shugart