

I. Introduction (**Slides 1-9**)

- A. **Activity 1:** Initial self-assessment
- B. Objectives/presentation overview
- C. Define health literacy and numeracy
- D. Why health numeracy matters
- E. Scope of the health numeracy problem

II. How Patients Learn (and do not learn) (**Slides 10-18**)

- A. Data processing and decision making
- B. Fuzzy-Trace Theory
- C. **Activity 2:** Practicing the gist

III. Using Numbers with Patients (**Slides 19-32**)

- A. Hierarchy of numerical skills
- B. Order
- C. Less is more
- D. Rounding and denominators
- E. Do the math
- F. Visual aids and cues
- G. Narrative support
- H. Cultural differences
- I. Plain language
- J. Teach-back/open-ended questions
- K. **Activity 3:** How should this information be presented?

IV. Visualizing Health Information (**Slides 33-52**)

- A. Document literacy
- B. Simplify
- C. Clarify
- D. Text
- E. Color
- F. Choosing a display type
- G. Pie and donut charts
- H. Bar graphs
- I. Line graphs
- J. Icon arrays
- K. **Activity 4:** Which graphic is best?

V. Risk Communication (**Slides 53-65**)

- A. General guidelines

B. Zikmund-Fisher's framework

VI. Additional Resources

VII. Acknowledgements