

# HELLO

# TAS!

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A TOOLKIT FOR  
HEALTH  
LITERACY  
LEARNING  
ORGANISATIONS



TasCOSS



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JULY 2018

# The Self- Assessment Checklist

# 1. CONSUMER INVOLVEMENT

Involving consumers in organisational planning and evaluation processes, and supporting them to be experts on their own needs and wellbeing.

## Involving consumers as experts in their own health, wellbeing, and service needs

		Always	Often	Sometimes	Rarely	Never	N/A
1	We support consumers to develop their own goals and plans in their engagement with our service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	We make sure consumers have the information and support they need to give meaningful informed consent at all times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	We respect consumers' decisions about involving or not involving families or other support people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	When collecting and storing personal information about consumers, we:						
	a seek consent from consumers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b make sure consumers know how to access their own information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c only collect information necessary for our service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Getting feedback from consumers

		Always	Often	Sometimes	Rarely	Never	N/A
5	We seek feedback from consumers and other key people (such as carers, other service providers, and community members) about:						
	a our services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b our resources and consumer documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c our Health Literacy Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d continuous quality improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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6 We have a clear compliments and complaints procedure and encourage consumers to use this.

Always	Often	Sometimes	Rarely	Never	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Involving consumers in organisational planning and decision-making processes**

7 We seek the views and participation of consumers and other key people (such as carers and community members) in:

a planning our services

Always	Often	Sometimes	Rarely	Never	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b planning and designing resources and documents for consumers

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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c developing our Health Literacy Action Plan

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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d strategic planning and decision-making (for example, having consumer advisory groups or consumer Board members).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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## 2. WORKFORCE

Encouraging and supporting our workforce to use effective health literacy practices.

### Encouraging a health literate workplace culture

		Always	Often	Sometimes	Rarely	Never	N/A
1	We link health literacy ideas in with other organisational processes, such as:						
a	workplace training (eg. induction training)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	staff meetings and other activities (eg. reflective practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	staff resources (eg. policies and procedures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	continuous quality improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Performance Development Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	We use clear written and spoken communication throughout the organisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	We use health literate approaches when working with consumers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Developing our workforce's health literacy skills

		Always	Often	Sometimes	Rarely	Never	N/A
4	Our staff members understand what health literacy means.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Our staff identify and share information about relevant health literacy resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	We encourage and support staff to attend health literacy specific training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	We encourage and support staff to attend training in areas that are related to health literacy (such as cultural safety, client directed care, and communications skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3. MEETING THE NEEDS OF DIVERSE COMMUNITIES

Working to improve the health literacy of our consumers, and making sure that all consumers are able to use our services and participate effectively in our organisation, regardless of their health literacy skills.

Developing consumer health literacy skills		Always	Often	Sometimes	Rarely	Never	N/A
1	We work with other services and local communities to build health literacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	We design our services and resources to make it easier for consumers to:						
a	communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	identify and manage barriers to health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	make informed decisions about their health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	maintain their health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Meeting the diverse needs of consumers		Always	Often	Sometimes	Rarely	Never	N/A
3	We have clear protocols and processes in place for using interpreters or any other communication support for consumers who use our services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	We make sure our resources and services are inclusive by:						
a	making sure our resources reflect the diversity of our consumers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	having ties with key people and organisations that represent the different communities we work with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	using research and local knowledge to make our services and resources more relevant and welcoming for all consumers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		Always	Often	Sometimes	Rarely	Never	N/A
5	Our resources and services meet the needs of people with specific communication needs (such as impaired vision).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	We support consumers to participate in advisory groups and ensure they are valued and heard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	We offer to pay, reimburse costs, or find other ways to make sure consumers' time is valued when they participate in our advisory groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## 4. ACCESS AND NAVIGATION

Helping our consumers to get the services they need, when they need them, in a way that is most suited to them.

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### Creating a health literate service environment

		Always	Often	Sometimes	Rarely	Never	N/A
1	We support consumers when they come to our organisation by:						
a	making it easy for them to find their way (eg. we have clear signs in plain English)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	providing a comfortable and welcoming environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	ensuring all staff are welcoming and offer information and opportunities for questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	making it clear what consumers need to do, without lots of written information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### Supporting consumers to understand and use our services

		Always	Often	Sometimes	Rarely	Never	N/A
2	We support consumers to use our services by:						
a	helping them understand what we can and cannot offer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	being clear about any risks or costs involved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	helping them understand and use any unfamiliar processes, such as electronic systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Identifying and addressing consumer issues with the systems and services they use**

	Always	Often	Sometimes	Rarely	Never	N/A
3 We work with consumers and other key people in the community to:						
a find out what makes it hard for consumers to use other important systems and services they need (such as Centrelink, or the mental health system)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b make it easier for consumers to access and navigate these systems and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c help consumers to access feedback and complaints mechanisms for other services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 We identify issues that make it hard for consumers to use our service (such as transport or child care access) and work with them to make it easier.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Making clear pathways for consumers to other services**

	Always	Often	Sometimes	Rarely	Never	N/A
5 We support consumers to connect easily with other services by:						
a having processes in place to make sure our information on other community services and resources is up to date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b informing consumers about available services and any associated costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c informing consumers about any referrals we make for them, including any steps needed to get there	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d informing consumers about what information we need to share with other services they are referred to, and asking them if they would like us to share any other information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e following up with consumers after a referral is made to see if any more support is needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## 5. COMMUNICATION

Communicating clearly at all times. This includes communication within our organisation, as well as with consumers.

### Communicating clearly in interactions with consumers

		Always	Often	Sometimes	Rarely	Never	N/A
1	We support consumers to use our services by:						
a	using plain language to explain technical concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	checking our consumers understand the information we give them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	using interpreters for consumers with diverse communication needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	making sure our physical environment supports effective communication (eg. having quiet areas for conversations, good lighting)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	using active listening skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	approaching consumers with empathy, openness, and curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Communicating clearly within our organisation

		Always	Often	Sometimes	Rarely	Never	N/A
2	We promote clear and effective communication within our organisation by:						
a	checking that our internal documents and resources are clear and concise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	modelling clear communication in all our processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	encouraging staff to report any communication issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	addressing communication issues as they happen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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3 We promote clear and effective communication with consumers by:

	Always	Often	Sometimes	Rarely	Never	N/A
<b>a</b> using plain English wherever possible in our documents and resources for consumers (brochures, booklets, forms, websites, or surveys)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>b</b> using other ways to communicate with consumers (alongside written information), such as videos or face-to-face communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>c</b> supporting people to complete documents (such as forms or surveys) as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>d</b> ensuring our website and other resources are useable by people with disabilities (for example, using text that can be made bigger, providing captions for video and images)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>e</b> providing communication in other common languages (translated by high-quality translation services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>f</b> regularly reviewing resources to make sure they are accurate and easily understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>g</b> adapting or removing resources that are out of date or hard to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## 6. LEADERSHIP AND MANAGEMENT

Valuing health literacy as part of our culture and core business, working towards health literacy goals, and demonstrating leadership in the community by working with others to improve health literacy.

### Valuing health literacy as part of our core business

	Always	Often	Sometimes	Rarely	Never	N/A
1 Our Mission Statement and policies support health literacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 We have one or more individuals in our organisation who are responsible for keeping health literacy on our radar (such as a health literacy champion or team).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 We check the health literacy understanding of management and Board members on a regular basis, and offer skills development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 We seek advice about health literacy from experts in the field (including our consumers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Setting and achieving health literacy goals

	Always	Often	Sometimes	Rarely	Never	N/A
5 We talk about health literacy in our planning processes and specify health literacy goals, actions and outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 We regularly review progress towards our health literacy goals as part of our continuous quality improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 We allocate resources to achieve health literacy goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Contributing to broader efforts to improve health literacy**

	Always	Often	Sometimes	Rarely	Never	N/A
8 We encourage other organisations to improve their health literacy through partnerships and collaboration (eg. sharing information and resources, participating in networks).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 We contribute to broader efforts to improve health literacy (eg. by supporting research, or advocating for policy change).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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