Building a Health Literate Workplace

1. The National Action Plan to Improve Health Literacy (NAPIHL) advocates:
   A. Remedial literacy education for high school students.
   B. Funding for adult-learner literacy education.
   C. Actions across multiple disciplines.
   D. Government agencies assume responsibility for ensuring success.

2. According to the NAPIHL, low health literacy is an individual’s problem and requires individuals to do what they need to do to become more health literate.
   A. True.
   B. False.

3. Populations with the lowest health literacy include people:
   A. Older than 65 years.
   B. For whom English is not their primary language.
   C. Who live in poverty.
   D. All of the above.

4. Health literacy is a stronger predictor of health status than age, income, race, ethnicity, employment status, or education level.
   A. True.
   B. False.

5. Which of the following statements is NOT true about groups with low health literacy?
   A. They are more likely to have low capacity to comprehend health information.
   B. They are more likely to communicate their health concerns to health care providers.
   C. They are less likely to adhere to prescribed medication regimens.
   D. They are at greater risk for developing chronic health conditions.

6. How can an occupational health nurse know if the work population being served is at risk for low health literacy?
   A. Determine how many or what portion of the workers are in low-wage jobs.
   B. Determine how many or what portion of company employees may not speak English as their first language.
   C. Determine how many workers are older than 65 years.
   D. All of the above.

7. According to the Institute of Medicine report, communication is the most foundational attribute for building a health literate organization in the workplace.
   A. True.
   B. False.

8. According to this article, employers who have taken steps to improve health literacy in the workforce:
   A. Have partnered with community agencies to help employees overcome language and cultural barriers.
   B. Have restricted employee participation in literacy programs to non-working hours.
   C. Discourage questions about safety conditions at work.
   D. Focus their efforts on communicating benefits information at the 5th grade level.