

## Module 3: Lecture 5. Health literacy in Europe

### Introduction

Health literacy skills reflect the ability to access, understand, appraise and use health-related information in various domains, such as in health care and prevention.

Health literacy skills are relevant when it comes to understanding information from healthcare providers, as well as information in print from newspapers, medication leaflets and digital information from websites. In part, interest in health literacy is driven by its potential contribution to individuals' ability to exert control and make personal decisions with respect to their health and healthcare. Individuals who have better access to information sources and who are better able to understand information are more likely to internalize the information. This could contribute to better health outcomes and/or to lower healthcare use, since health education may have a larger effect on the health related behaviour of individuals with higher health literacy skills.

### Learning Outcomes Mapped to EFIC Pain Physiotherapy Curriculum

By the end of this session, participants should be able to:

1. Understand and demonstrate the ability to undertake a comprehensive biopsychosocial assessment of the patient across the life span. (2.1.2)
2. Demonstrate an understanding of the rationale behind basic biopsychosocial assessments. (2.1.2)
3. Understand and identify patient and health care provider factors that may influence treatment (patient and healthcare providers attitudes and beliefs, health literacy levels, patient and their family's response to the experience of pain and illness, including affective, cognitive and behavioral responses). (2.1.4)
4. Understand and demonstrate the process of shared decision making and negotiating a therapeutic alliance with the patient towards implementation of the management plan, taking into account the patient's level of health literacy. (3.1.3)
5. Understand and discuss variables that may impact on patients knowledge of their condition, e.g. health literacy, self-efficacy, beliefs, culture and co-morbidities. (3.2.4.)

### Preparation

Watch: <https://www.healthnavigator.org.nz/videos/c/communication-active-listening/>

Go to: <https://www.healthnavigator.org.nz/videos/a/ask-build-check/>

Watch the videos – although they are about high blood pressure, diabetes and high cholesterol, they could easily be about musculoskeletal problems. Try to remember what ABC stands for and practice applying it in your patient communication. There is also a pdf on this site, read that too.

## **Content**

Teaching will mainly be in the form of a lecture with interaction with the participants about their experiences in their own settings (give examples).

## **Follow up / suggestions for processing and practice**

Practice the ABC approach and Teach Back techniques in communication skills and with each other. Then apply your knowledge and skills to your patients. Although many patients have adequate health literacy, they also tend to appreciate a good listener and clear explanations.

**Reference material** – there is lots of information available on the internet, so go google!

Open (2014) Three Steps to Better Health Literacy, A Guide for Professions. Available at: <https://www.healthnavigator.org.nz/media/1006/three-steps-to-better-health-literacy-guide-for-health-professionals-dec-2014.pdf>

Read the factsheets and watch the video:  
<https://pacificu.libguides.com/HLeT/HealthOutcomes>