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UNIVERSITY OF JYVÄSKYLÄ

Schools that Promote Health, Well-being and Educational Success in the Next Decade

Health Literacy as a Learning Outcome

Leena Paakkari
&
Michael Ormshaw

Montreal, November 28th 2011

UNIVERSITY OF JYVÄSKYLÄ

Health Literacy? – Our presentation

- What is health literacy and how does it/ can it relate to the school child?
- Leena Paakkari - **“Health literacy as a learning outcome in school” – five core components of health literacy.**
- Michael Ormshaw - **Health literacy applied to the health education domains of Physical Activity and Nutrition – defining an index of HL & measuring health literacy.**
- Questions and comments

Brief thoughts on H.L.

- Historically and geographically diverse interpretations of health literacy, its meaning and measure...
- There are COMMON THEMES when defining health literacy...
- A call for action...and a call for diverse application of health literacy...to be context, content and setting specific...
- Some argument over the content and construction of health literacy...
- Expanding area of interest, discourse and research...

A definition of health literacy

Health literacy comprises:

a broad range of knowledge and competencies that people seek to encompass, evaluate, construct and use.

Through health literacy competencies people become able:

to understand themselves, others and the world in a way that will enable them to make sound health decisions, and to work on and change the factors that constitute their own and others' health chances

(cf. Abel, 2007; Zarcadoolas et al., 2005).

A typical definition: *"The degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions" (Ratzen and Parker 2000)*

Five core components of health literacy

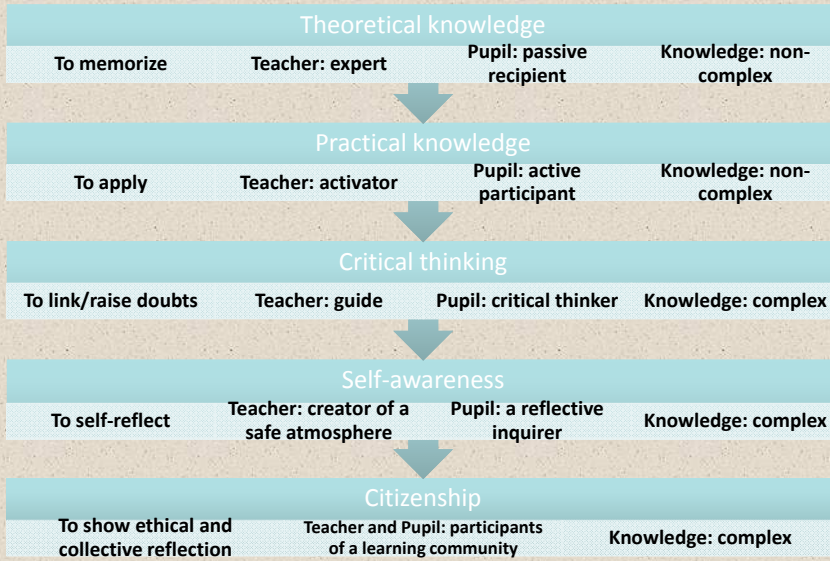
- (1) theoretical knowledge
- (2) practical knowledge
- (3) critical thinking
- (4) self-awareness
- (5) citizenship

- A component:
not necessarily single skills, but rather broader
competence fields

In more detail

Theoretical knowledge	<ul style="list-style-type: none">• Factual knowledge of health issues, ability to recall• A necessary basis for other components
Practical knowledge	<ul style="list-style-type: none">• Health related skills• To put theory into practice (ability to apply)
Critical thinking	<ul style="list-style-type: none">• To raise doubts, to make arguments etc.• To deal with large amount of knowledge, to have power over the knowledge
Self-awareness	<ul style="list-style-type: none">• Ability to self-reflect: to inquire and evaluate one's thoughts, feelings and behaviour, to relate the topics to one's own life, and to understand one's self as a learner• To make personal meanings, to understand one's self
Citizenship	<ul style="list-style-type: none">• The ability to act in an ethically-responsible way and take social responsibility• To participate in health promoting actions at different levels

Creation on learning situations

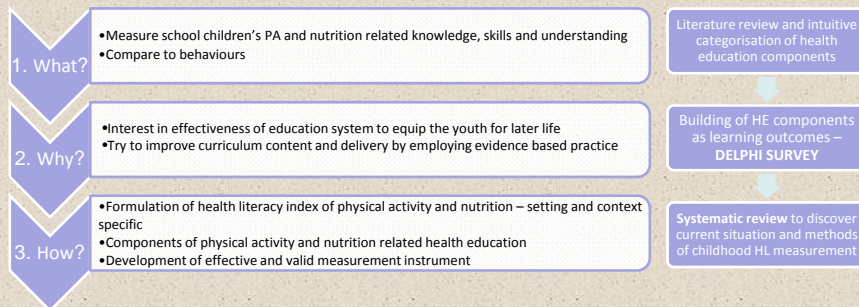


A Study: School Children's Health Literacy and Health Behaviour:
Physical Activity and Nutrition in Focus
Michael Ormshaw (Lasse Kannas)

1 step: Measuring school children's health literacy as a learning outcome

Theme: essential competences = HL learning outcomes

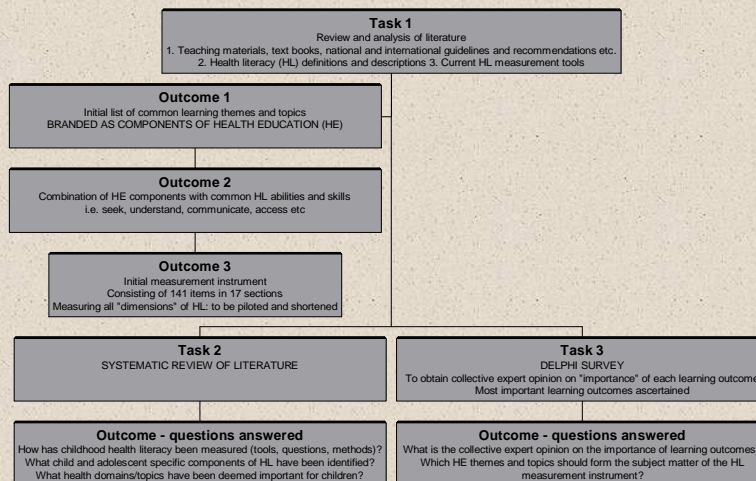
Health literacy



Health literacy and the school child: a route through the development

- 1995 – The National Health Education Standards – ACHEIVING HEALTH LITERACY: 7 STANDARDS.
- Obstacles = Unconnected/ irrelevant health instruction and Failure to document student performance
- Nutbeam 2000 – Outcome model
- St Leger 2001 – HL in a school setting
- Institute of Medicine 2004 – Education as an “intervention point” in the HL framework
- WHO 2004 – skills for health – measurement and evaluation of HL in terms of skills based education

Study: The processes in context



Delphi Survey – what are the most important learning outcomes of school PA and nutrition related health education?

- Construction of 62 components of HE as learning outcomes, each consisting of a health domain and a mix of HL components
- Round 1: selection of most important components results in 24 classed as at least "important"
- Round 2: ranking of components to indicate a collective opinion on the most important learning outcomes
- Top 8: health domain (topic), and health literacy components

Health Education Component (PA and/or Nutrition learning outcome)
...understands the importance of a varied and balanced diet , and is able to identify food groups, apply the principles of the eat-well plate and food pyramid , can critically analyse a meal or diet, and will have the skills and ability to enact the contained advice to choose healthy foods or change eating habits.
...will be able to analyse their own lifestyle in terms of diet and activity and have the ability to make healthy changes/ choices to eat healthily and be active. Will be motivated to choose the healthy option.
...is aware of and understands the link between physical activity and health , and is familiar with the concept of wellness .
...be able to source and critically assess dietary and activity information online to find and use applicable and reliable information and advice.
...can identify opportunities for physical activity in their own everyday life and adjust their lifestyle to take advantage of these opportunities, and can build physical activity into their everyday life where it did not previously exist.
...knows about the topic of body image , societal "norms" and media pressure of "ideal body image", and how this can effect lifestyle and contribute towards eating disorders, and unhealthy lifestyle traits such as exercise dependency.
...understands and appreciates the role that food plays in everyday life of people, and the social and cultural aspect of eating and food. Be aware of the different food cultures of different nationalities and social groups.
...will know about the benefits of exercise throughout the lifespan and will understand the differing types and intensities of exercise recommended for, and beneficial to different age populations.

A Systematic Review of Literature: Measuring Childhood Health Literacy

- Components of health literacy – Key competences (Paakkari)
The health education learning outcomes (n=8) cover the whole spectrum of health literacy components
- Systematic review resulted in 9 health literacy categories (with sub categories).
- As demonstrated by the PA and nutrition learning outcome components. The HL components should be the foundation for learning outcomes in any health domain.

Focus Component / Sub-component	Number of studies	PA, Nut/Diet studies
1. Theoretical Knowledge	2 (3,4)	1 (4)
Understanding	4 (1, 2, 10, 16)	1 (5)
Causal thinking	2 (2, 5)	1 (5)
Identification	4 (5, 7, 11, 12)	
Acquisition	1 (6)	
Recall	1 (7)	
2. Practical Knowledge (skills)	4 (1, 2, 8, 16)	1 (8)
Information seeking	2 (3, 12)	1 (8)
Service navigation	1 (6)	
Application	1 (8)	
Goal setting	1 (1)	
Research skills		
3. Attitudes	1 (4)	1 (4)
4. Communication	2 (4, 8)	2 (4, 8)
5. Self-efficacy	1 (4)	1 (4)
6. Critical thinking/ evaluation	5 (5, 10, 12, 15, 16)	2 (5, 8)
Decision making	1 (8)	1 (8)
7. Intentions		
Act upon knowledge	1 (5)	1 (5)
8. Self management	1 (8)	1 (8)
9. Functional literacy		
Numeracy	2 (1, 14)	
Reading comprehension	2 (13, 14)	

To Conclude: health literacy is THE learning outcome

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Thank You

Questions?

**Leena Paakkari
Michael Ormshaw**

**Research Centre for Health Promotion
University of Jyväskylä, Finland**