Promoting Health Literacy

Prof. Peter Schulz

COURSE AIMS AND INTENDED LEARNING OUTCOMES

The course aims to provide students with the basic notions of health literacy, or the culture of health.

The intended learning outcomes are a greater understanding of the fundamental importance of health literacy in the field of health promotion today. Students will also know how health literacy levels of a given population can be measured; this includes the ability to distinguish between better ways and less reliable ways in measuring health culture. Students will be able to assess what information (particularly on the Internet) may be misunderstood by people with a low level of health literacy. Last but not least, students will be prepared to apply concepts of health culture in the field of health promotion.

COURSE CONTENT

*Module 1*: In the preliminary stages of the course, the topic will be introduced by deepening conceptual considerations and examining the various definitions of “health literacy”.

*Module 2*: Later we will focus on a summary of research currently underway in the United States, Europe and Asia.

*Module 3*: The methods of measuring the concept of health culture and the consequent problems and challenges that derive from it will also be illustrated.

READING LIST

D.A. Dewaltewalt-N.D. Berkman Et Al., *Literacy and health outcomes: a systematic review of the literature. J Gen Intern Med,* 2004, 19 (12): 1228-1239.

L. Marciano-A.L. Camerini-P.J. Schulz, *The role of health literacy in diabetes knowledge, self-care, and glycemic control: a meta-analysis*, Journal of General Internal Medicine, Mar 15. doi: 10.1007/s11606-019-04832 -y, 2019.

S. Mantwill-A. Allam-A. Camerini- P.J. Schulz, (2017) Validity of Three Brief Health Literacy Screeners to Measure Functional Health Literacy - Evidence from Five Different Countries. *Journal of Health Communication* 23 (2), 153-161. doi: 10.1080/10810730.2017.

D. Nutbeam, *The evolving concept of health literacy*, Social Science & Medicine*,* 2008, 67: 2072-2078.

P.J. Schulz-K. Nakamoto, *Patient Behavior and the Benefits of Artificial Intelligence: The Perils of “Dangerous” Literacy and Illusory Patient Empowerment. Patient Education and Counseling,* 2013, 92 (2), 223-8. doi: 10.1016/j.pec.2013.05.002.

TEACHING METHOD

The course includes synchronous remotely-held lectures according to the class schedule, followed by discussions on various topics, for which students are required to prepare by reading a number of texts provided by the lecturer.

ASSESSMENT METHOD AND CRITERIA

The final mark will be determined by the assessment of an essay that each student will be required to write at the end of the course. In the essay (4-5 pages), students will be asked to develop a detailed study design on the topic of “health literacy”, which includes all the components necessary to conduct it and knowledge of the required reading list.

NOTES AND PREREQUISITES

Should the current Covid-19 health emergency not allow face-to-face teaching, remote teaching will be carried out following procedures that will be communicated in good time to students.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.