

Validation of Three Question Health Literacy Screener in Determining Health Literacy as Compared to Existing STOFHLA

Authors: Katie Burkhart, MS, Emily Petersen, MS, Hayley Hansford, MS, Jared Reyes PhD, Nikki Keene Woods, PhD, Mph & Amy Chesser, PhD, MAC

Departments: Physician Assistant Studies & Public Health Services

Conference/Date: Integrated Health Literacy (Research/ Practice/ Policy) Virtual conference, October 19-21, 2020



Introduction

Low health literacy, when not identified, is associated with poor health outcomes such as unsatisfactory medication compliance, poor disease management, and increased healthcare costs.^{1,2} Timely and accurate assessment tools are key to identifying low health literacy rates. The purpose of this study was to compare the validity of the three-question screener to the widely used and validated Short Test of Functional Health Literacy in Adults (STOFHLA).



Demographics

- 225 participants were recruited
- Patients were required to be English speaking
- Had to be 18 years or older
- Ability to read
- Ability to use an electronic device
- Be receiving healthcare in Kansas



Demographic Characteristics

Characteristics

Characteristics	Ν	(%)
Are you a		
Community		
member	165	74.7
Medical service		
Provider	23	10.4
Other	33	14.9
What is your age?		
18-22 years	21	9.3
23-30 years	82	36.4
31-45 years	35	15.6
46-63 years	75	33.3
64 years and older	12	5.3
Gender		
Male	139	61.8
Female	86	38.2
Ethnicity		
African American	22	9.8
African American/		
Native American	1	0.4
African American/		
Latino or Hispanic	1	0.4
Asian	14	6.2
Asian/Caucasian/		
Two or more	1	0.4
Asian/ Other	1	0.4

Caucasion	155	68.9		
Caucasian/				
Latino or Hispanic/				
Native American	1	0.4		
Caucasian/				
Native American	7	3.1		
Caucasian/ Native Americ	an/			
Two or more	1	0.4		
Caucasian/ Two or more	2	0.9		
Latino or Hispanic	7	3.1		
Native American	5	2.2		
Other/ Unknown	1	0.4		
Two or more	6	2.7		
Where is your home located?				
Non-metro area	16	7.2		
Rural Area	22	9.9		
Urban Metro Area	185	83.0		
Highest level or school or education				
completed				
Associate Degree	22	9.9		
Bachelor's Degree	72	32.3		
High school or GED	84	37.3		
Master's degree	17	7.6		
Some high school	12	5.4		
Trade school	16	7.2		

(%)

Ν

Characteristics	Ν	(%)		
Marital status				
Married	64	28.4		
Not Married	159	70.7		
Prefer not to say	2	0.9		
Annual household income	е			
\$25,001- \$50,000	44	19.7		
\$50,001- \$100,000	48	21.5		
Less than \$25,000	77	34.5		
More than \$100,000	25	11.2		
Prefer not to say	29	13.0		
Employment status				
Employed full-time	109	48.7		
Employed part-time	21	9.4		
Other	24	10.7		
Retired	10	4.5		
Seeking opportunities	39	17.4		
Student	21	9.4		
Languages you speak fluently				
English	201	89.7		
English/ Other	6	2.7		
English/ Spanish	12	5.4		
English/ Spanish/ Other	1	0.4		
English/ Spanish/				
Vietnamese	1	0.4		
English/ Vietnamese	3	1.4		



Methods

- Convenience sample
- Utilized an electronic survey that contained both the STOFHLA and three-question screener
- Participants were recruited through community organizations by email, phone, or in person
- Survey order was randomized
- This study was approved by the university Institutional Review Board for Human Subjects protection



Results

ROC Cure: Combined



To determine the validity of the three-question screener as compared to the STOFHLA at identifying those with inadequate health literacy a Receiver **Operating Characteristic Curve** (ROC) was utilized with an AUROC of 0.58.

Figure 1. The ROC curve illustrating the ability for the Chew 3 question HL assessment to discriminate between adequate and inadequate HL with the STOFHLA as the criterion.



Results Cont.

The three-question screener had a sensitivity of 100% and specificity of 16.74% for determining health literacy.

Sensitivity (%)	Specificity (%)	PPV (%)	NPV (%)	Youden's index	AUC	Metric Score
100%	16.74%	2.13%	100%	0.167	0.584	1.17



Results Cont.

Scale: HL QADEQ - Transform 1 Score: 2			
	DECISION BASED ON MEASURE		
CRITERION		Negative	Positive
	Negative	37 (TN)	184 (FP)
	Positive	0 (FN)	4 (TP)

A McNemar test was performed. It was found that there were more people identified as having adequate health literacy by STOFHLA where the three-question screener identified them as having inadequate health literacy. However, zero participants were marked as having adequate health literacy by the three question screener where the STOFHLA identified them as inadequate.

McNemar Test				
	Value	df	р	
X ²	184	1	< .001	
Ν	225			



Discussion

- Three-question screener not as specific as STOHFLA
- Does have high self-reported rates of health literacy skills
- Did not incorrectly identify those with inadequate health literacy
- The STOFHLA is assessing skills and knowledge
- The three question screening tool is assessing self-efficacy
- The patient's perception of their health literacy may be more useful and practical in determining health literacy than their actual skills and knowledge in health literacy
- Use of the three-question screener in the clinic setting may be more time efficient and identify those with both perceived and actual low health literacy.



References

[1] Chew, Lisa D, et al. Validation of screening questions for limited health literacy in a large VA outpatient population. *Journal of General Internal Medicine*. 2008;23(5):561–566.

[2] Shigaki CL, Kruse RL, Mehr DR, Ge B. The REALM vs. NVS: A comparison of health literacy measures in patients with diabetes. *Ann Behav Med.* 2012;18(1):9-13.

[3] Ohl M, Harris A, Nurudtinova D, Cai X, Drohobyczer D, Overton ET. Do brief screening questions or provider perception accurately identify persons with low health literacy in the HIV primary care setting? *AIDS Patient Care and STDs*. 2010;24(10):623-629.

[4] Weiss BD, Mays MZ, Martz W, et al. Quick assessment of literacy in primary care: The newest vital sign. Ann Fam Med 2005;3:514–522.

[5] Bass PF III, Wilson JF, Griffith CH. A shortened instrument for literacy screening. J Gen Intern Med 2003;18:1036-8.

[6] Chew LD, Bradley KA, Boyko EJ. Brief questions to identify patients with inadequate health literacy. Fam Med. 2004;36(8):588-594.

[7] Johnson K, Weiss BD. How long does it take to assess literacy skills in clinical practice? J Am Board Fam Med 2008;21:211–214.

[8]Paasche-Orlow MK, Wolf MS. Evidence does not support clinical screening of literacy. J Gen Intern Med 2008;23:100–102.

[9] Chesser AK., et al. Health literacy assessment of the STOFHLA. Paper versus electronic administration continuation study. *Health Education & Behavior*. 2013;41(1):19-24.

[10] Woods NK & Chesser AK. Validation of a single question health literacy screening tool for older adults. *Gerontology and Geriatric Medicine*. 2017;3:233372141771309.

[11] Morrison AK, Schapira MM, Hoffmann RG, Brousseau DC. Measuring health literacy in caregivers of children: a comparison of the newest vital sign and S-TOFHLA. *Clin Pediatr (Phila)*. 2014;53(13):1264-1270.



References Cont.

[12] Hawkins M, Elsworth GR, Hoban E, et al. Questionnaire validation practice within a theoretical framework: a systematic descriptive literature review of health literacy assessments. *BMJ Open* 2020;10:2019-035974
[13] R Core Team (2019). *R: A Language and environment for statistical computing*. (Version 3.6) [Computer software]. Retrieved from https://cran.r-project.org/.

[14] Thiele, C. (2019). *cutpointr: Determine and Evaluate Optimal Cutpoints in Binary Classification Tasks*. [R package]. Retrieved from https://cran.r-project.org/package=cutpointr.

[15] Friesen, L., Kroc, E., Zumbo, B. D. (2019). *Psychometrics & Post-Data Analysis: Test ROC*. [jamovi module]. Retrieved from <u>https://github.com/lucasjfriesen/jamoviPsychoPDA</u>.

[16] The jamovi project (2020). *jamovi*. (Version 1.2) [Computer Software]. Retrieved from <u>https://www.jamovi.org</u>.