




Public health literacy: what does it mean and how can we measure it?

Gill Rowlands, Professor of Family Practice
Newcastle University & Chair International Union for Health Promotion and Health Promotion Global Working Group on Health Literacy
and Prof. Diane Levin-Zamir
Director National Dept. of Health Education and Promotion, Clalit Health Services & University of Haifa School of Public Health, Israel



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This presentation

- What is public health literacy?
- Why is it important?
- What are the constituent elements?
- Aims and Objectives of the session
- Programme of the session

THIS SESSION WILL BE RECORDED PLEASE TELL US IF YOU HAVE A PROBLEM WITH THIS. No names or identifying information will be released in any publications arising from the PHL tool development.

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What is public health literacy?

The degree to which individuals and groups can obtain, process, understand, evaluate, and act on information needed to make public health decisions that benefit the community¹

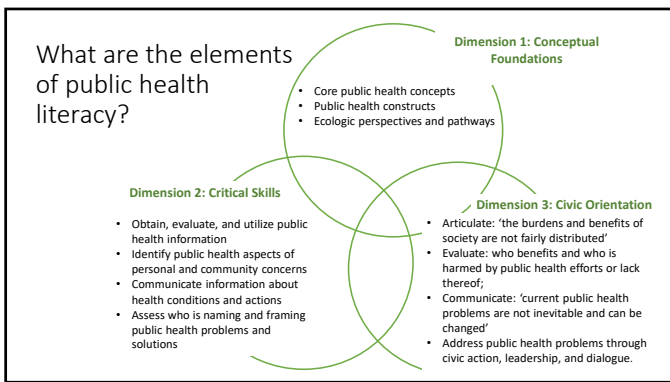
1. Freedman DA, Bess KD, Tucker HA, Boyd DL, Tuchman AM, Wallston KA. Public health literacy defined. *Am J Prev Med.* 2009;36(5):446-51

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Why is Public health literacy important?

- Public health literacy widens the focus from skills to promote individual health, to skills to promote public health.
- Often what is good for individual health is also good for public health, but at times these two aspects of health literacy may be in conflict
- The coronavirus pandemic has created particular interest in areas related to public health literacy due to the intricate relationship that has emerged between individual and societal good.

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Aim of the session

- To start developing an measure of Public Health Literacy

'if it can be defined it can be measured'



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Objectives and timetable

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Timetable	Objective
00.00 to 00.10	Review the definition of public health literacy, and its constituent dimensions
00.10 to 00.25	Plenary exploration of the definition and constituent dimensions of public health literacy through group discussion, using the exemplar of individual-level actions required to reduce the community transmission of the SARS-CoV-2 virus, which causes Covid-19. Specifically, we will identify areas where individual health literacy and public health literacy are concordant, and areas where there is dissonance
00.25 to 01.20	Discuss how public health literacy could be measured. There will be three 10-minute discussions, each focusing on one of the three dimensions of public health literacy as posited by Freedman (conceptual foundations, critical skills, and civic orientation). Each short session will identify potential items to measure in 'their' area. We will ask for a volunteer to steer the short discussion and another to summarise. Includes a 10-minute break.
01.20 to 01.30	Wrap up, next steps in the development of the measure, and how to stay involved. Stay involved through emailing Gill Rowlands: gill.rowlands@newcastle.ac.uk

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