Index

References to figures, tables and boxes are in italics

A
Abel, T. 13
Aboumatar, H.J. 620
Adams, R.J. 8
Adkins, N.R. 8, 581, 673
adolescents see children and adolescents;
parents; school health education
Adult Literacy and Lifestyle Survey (ALL) 141, 507, 508
adult literacy/education 385–95
adult basic education (ABE) system 388–90
case study 391–4
critical health literacy 29, 168, 172
evidence base 390–1
framing health literacy 386–7
health literacy movement in US 387–94
historically 24–5, 31–2
in New Zealand 507–8
Africa, health literacy in 335–43
ageing and end of life 633–45
challenges and opportunities 637–40
communication techniques 640
concept of ageing 636
death and dying 641–3, 642–3
and health information 639
healthy ageing 637, 638
impact on healthcare system 635–6
and internet 639–40
typical health issues 638
Agency for Healthcare Research and Quality (AHRQ) (US) 493
Agnew, S. 595
Alanen, L. 47
Albania, measuring health literacy 126, 127
Alexander, K. 566
ALGEE acronym 267
All Aspects of Health Literacy Scale (AAHLS) 176
Aluttis, C. 707
Alvesson, M. 594
American Association for Retired Persons (AARP) 635–6
American Diabetes Association 189
American Medical Association 6, 7, 9, 27, 70, 710
American Pharmacists Association (APhA) 325
Anderson, J.E. 542
Anderson, R.C. 559
Andrzejewski, C.S. 675
Ansell, N. 45
anti-stigma campaigns (mental health) 206, 310, 362
Antonovsky, A. 650, 653–9
apps 277, 278, 365–6
asset-based health literacy approach 627
Australia
critical health literacy 169, 171, 172
eHealth literacy 283
health literacy policies in 471–85
history of health literacy 23
mental health literacy 53–61, 263, 264, 269, 293, 294, 310, 360–1, 364, 473, 475
refugee youth mental health 264
school health education 23
youth mental health literacy 263, 264
Australian Bureau of Statistics (ABS) 8
Australian Commission on Safety and Quality in Health Care (ACSQHC) 13, 476–7
Australian perspective of critical literacy 564
Austria
education and health literacy 691
health literacy policies 406, 407, 408, 409, 409, 413, 414, 453–67
health-literate organisations 543, 545–6
measuring health literacy 126, 127
autonomous views of literacy 560–3, 566–7
avatar-based immersive technology see virtual worlds

B
Bailey, S.C. 692
Bakeera, S.K. 673
Baker, D.W. 13, 89
Bandura, A. 603, 610
Banister, E. 171
Barton, D. 562–3
Bastounis, A. 297
Beazly, H. 591
Begoray, D. 171, 175, 279
Behaviour Change Communication (BCC) 337–8
behaviour change process/theories 99, 225–6
and virtual worlds 603, 609–11
Belgium
health literacy policies 406, 408, 413
measuring health literacy 128, 129, 131
partnerships for health literacy 712
Belloc, N.B. 189
Bem, D.J. 603
Benham-Deal, T. 85, 86, 87, 88, 89, 90, 91, 92
bereavement 641–3, 642–3
Berkman, L.F. 665
Berkman, N.D. 83
Bernstein, B. 578
Bernstein, J. 655
Beyers, W. 107
beyondblue (Australia) 269, 360–1
Bhagat, K. 592
Biesta, G.J.J. 522
Bigger Picture Campaign (US) 187
Bilash, O. 593
Bitzer, E.M. 279
Björnsen, H.N. 61, 205
Blank, A.E. 85, 86, 87, 88, 89, 91, 92, 589, 590
Blaschke, T. 325
Blue, S. 576
Bo, A. 201
Borgers, N. 106
Borzekowski, D.L.G. 45, 558, 595
Bourdieu, P. 564, 577–9, 581–2
Bourget, B. 263
Brach, C. 222, 382, 516, 542, 544–5, 548, 711–12
Brady, G. 47
Brainin, E. 276
Brandt, Helmut 116
Breslow, L. 189
Bridge for Health 253–7
Brief Health Literacy Screen (BHLS) 69, 70, 72
Brjnath, B. 365
British Columbia Health Literacy Network (BCHLN) 447–8
Bröder, J. 108, 235, 236, 589, 595
Bronfenbrenner, U. 45
Brown, S.L. 85, 86, 87, 88, 90, 91, 92
Browne, C. 640
Bruselius-Jensen, M. 171, 173–4, 202
Bulgaria
education and health literacy 691
health literacy policies 406, 407, 408
measuring health literacy 126, 127, 404, 691
Burris, M.A. 250, 255
Butt, H. 265

C
Cairns, K.E. 55
Calgary Charter 77–8, 311–12, 386, 438
Calhoun, L.G. 268
Cameroon, non-communicable diseases 336–7, 340, 341–3
Canada
critical health literacy 171
health literacy policies in 435–50
history of health literacy 28, 439–40, 443
mental health literacy 263–4, 267–71, 310
participatory approaches 252–7
partnerships for health literacy 712–13
Photovoice 252–7
Index

refugees 268–71
youth mental health literacy 263–4, 267–71
Canadian Council on Learning (CCL) 437, 442
Canadian Health Literacy and Patient Education Network (CHLPEN) 447
Canadian Public Health Association (CPHA) 439–40
cancer
HEAL:BCC programme 391–4
screening programmes 208–9, 281, 391–4
capacity building 705–16
knowledge development 709
leadership and governance 713–14
and low health literacy 708–14
organisational capacity 711–12
partnerships 712–13
principles of 715
public health capacity 706–8, 708
and resources 713
strategies for health literacy 714–15
workforce development 710–11
capacity mapping 707
caregivers 360, 372, 640, 643, 666, 667, 674, 676
see also parents
Centers for Disease Control (CDC) (US) 392, 499
Chall, J.S. 561
Chalmers, K.J. 267, 270
Chang, F-C. 281–2
Checkoway, B.N. 249
Chenier, R. 263
Chesser, A.K. 634
Chew, L.D. 69, 70, 72
Chief Medical Officer for Scotland 429
childhood obesity 279, 307, 308, 310
childhood socialisation 46–7
children and adolescents
chronic conditions 186–7
and concept of health literacy 39–49, 588–9
critical health literacy 171, 172, 176, 595
design elements of interventions 308–10, 318
development perspective of 42–8, 44
digital health literacy 233–42, 278–80, 281–2, 595
future research 49
health literacy interventions 291–300, 307–19, 447
importance of health literacy 588–9
MEDIA PROTECT intervention 233–42
mental health literacy 55–6, 57, 202, 205, 206–7, 261–71, 291–300
obesity 279, 307, 308, 310
and parental mental illness 371–83
participatory approaches 247–57, 587–96
Photovoice 247–57
and physical activity 202, 203
programme evaluation 310–11
refugees 261–71
research methodology 592–5
rights of 591–6
skin infections and health literacy 510–11
sociological perspectives on health literacy and development 44–9
and tobacco-related information 203–4
see also parents; school health education
Chinn, D. 169, 175
Chisolm, D.J. 676
Cho, J. 283–4
Choi, J.Y. 668
chronic conditions 183–92
and culture 188–9
definition of 183
and health promotion 189–90
implications for research, policy and practice 190–1
increasing prevalence of 183, 184, 186
and levels of health literacy 201
life course perspective 186–90, 191
self-management of 185, 187, 188, 190
see also individual health conditions
chunk and check 426
Cimasi, R.J. 676
<table>
<thead>
<tr>
<th>Term</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle of Health framework</td>
<td>253–4, 254</td>
</tr>
<tr>
<td>citizen’s jury</td>
<td>174–5</td>
</tr>
<tr>
<td>co-production of knowledge</td>
<td>464</td>
</tr>
<tr>
<td>Cockburn, T.</td>
<td>593</td>
</tr>
<tr>
<td>cognitive interviewing</td>
<td>102–3, 108</td>
</tr>
<tr>
<td>cognitive perspectives of literacy</td>
<td>559, 560–2, 566</td>
</tr>
<tr>
<td>Coleman, C.</td>
<td>311–12, 386</td>
</tr>
<tr>
<td>collaborative learning</td>
<td>169</td>
</tr>
<tr>
<td>collective health literacy</td>
<td>xxiii, 42, 602, 635, 669, 672, 674, 680</td>
</tr>
<tr>
<td>Colorado, health literacy activities</td>
<td>494</td>
</tr>
<tr>
<td>colorectal cancer screening</td>
<td>208–9, 281</td>
</tr>
<tr>
<td>Colucci, E.</td>
<td>264</td>
</tr>
<tr>
<td>Commission on Social Determinants of Health (2008) (WHO)</td>
<td>178, 219</td>
</tr>
<tr>
<td>communication framework</td>
<td>27</td>
</tr>
<tr>
<td>communication inequalities</td>
<td>144</td>
</tr>
<tr>
<td>communication skills/tools</td>
<td>226, 270, 460–2</td>
</tr>
<tr>
<td>Communicative and Critical Health Literacy scale (C &amp; C HL scale)</td>
<td>206</td>
</tr>
<tr>
<td>communicative health literacy</td>
<td>175, 282</td>
</tr>
<tr>
<td>community-based approaches</td>
<td>225–9</td>
</tr>
<tr>
<td>adult mental health literacy interventions</td>
<td>360–4</td>
</tr>
<tr>
<td>children and adolescents</td>
<td>312, 313</td>
</tr>
<tr>
<td>chronic conditions</td>
<td>187</td>
</tr>
<tr>
<td>critical health literacy</td>
<td>171–2, 174–5, 177</td>
</tr>
<tr>
<td>Healthy Community Program (US)</td>
<td>312, 313</td>
</tr>
<tr>
<td>improving health literacy</td>
<td>225–9</td>
</tr>
<tr>
<td>partnerships for health literacy</td>
<td>712–13</td>
</tr>
<tr>
<td>and refugee youth mental health</td>
<td>264–5</td>
</tr>
<tr>
<td>Theater for Health</td>
<td>316–18</td>
</tr>
<tr>
<td>comprehensive health literacy</td>
<td>119–20, 124, 207–8, 691</td>
</tr>
<tr>
<td>contextual factors and health literacy</td>
<td>40–2, 221–2</td>
</tr>
<tr>
<td>social embeddedness of health literacy</td>
<td>49, 573–84</td>
</tr>
<tr>
<td>Coombs, S.</td>
<td>592</td>
</tr>
<tr>
<td>Cooper Bailey, S.</td>
<td>590–1, 594</td>
</tr>
<tr>
<td>Corbin, J.M.</td>
<td>622</td>
</tr>
<tr>
<td>Core Competency Framework (CCF) (pharmacists)</td>
<td>324</td>
</tr>
<tr>
<td>Cortelyou-Ward, K.</td>
<td>581</td>
</tr>
<tr>
<td>Corus, C.</td>
<td>8, 581, 673</td>
</tr>
<tr>
<td>cost and benefit analyses</td>
<td>311</td>
</tr>
<tr>
<td>Coughlin, S.S.</td>
<td>283</td>
</tr>
<tr>
<td>critical digital/media literacy</td>
<td>279, 595</td>
</tr>
<tr>
<td>critical health literacy</td>
<td>32, 167–78</td>
</tr>
<tr>
<td>adult literacy programmes</td>
<td>387</td>
</tr>
<tr>
<td>approaches to developing</td>
<td>171–2, 174–5</td>
</tr>
<tr>
<td>challenges of</td>
<td>177–8</td>
</tr>
<tr>
<td>and community populations</td>
<td>225, 226</td>
</tr>
<tr>
<td>definition/concept of</td>
<td>11, 29, 168–9, 221</td>
</tr>
<tr>
<td>interventions to promote</td>
<td>169–77, 171–2</td>
</tr>
<tr>
<td>and the marginalised</td>
<td>175</td>
</tr>
<tr>
<td>measuring</td>
<td>175–6</td>
</tr>
<tr>
<td>and online information</td>
<td>595</td>
</tr>
<tr>
<td>settings for</td>
<td>173–4</td>
</tr>
<tr>
<td>critical literacy</td>
<td>142–3, 387, 561, 564</td>
</tr>
<tr>
<td>Croatia, health literacy</td>
<td>406, 407, 408, 413</td>
</tr>
<tr>
<td>cultural health capital</td>
<td>581</td>
</tr>
<tr>
<td>cultural safety</td>
<td>266</td>
</tr>
<tr>
<td>culture, and health literacy</td>
<td>171–2, 174–5</td>
</tr>
<tr>
<td>and child development</td>
<td>45</td>
</tr>
<tr>
<td>and chronic conditions</td>
<td>188–9</td>
</tr>
<tr>
<td>critical health literacy</td>
<td>175</td>
</tr>
<tr>
<td>cultural health capital</td>
<td>581</td>
</tr>
<tr>
<td>cultural safety</td>
<td>266</td>
</tr>
<tr>
<td>as determinant of health literacy</td>
<td>30</td>
</tr>
<tr>
<td>and eHealth literacy</td>
<td>283</td>
</tr>
<tr>
<td>and health disparities</td>
<td>145–6</td>
</tr>
<tr>
<td>and migrants</td>
<td>30, 208, 264–8, 270, 271</td>
</tr>
<tr>
<td>and refugee youth mental health</td>
<td>264–8, 270, 271</td>
</tr>
<tr>
<td>and sexual and reproductive health</td>
<td>208</td>
</tr>
<tr>
<td>Cyprus, health literacy</td>
<td>406, 408, 413</td>
</tr>
<tr>
<td>Czech Republic, health literacy</td>
<td>128, 129, 406, 407, 408</td>
</tr>
</tbody>
</table>

**D**

Darbyshire, P. 86
Davidson, K. 560, 561
Davis, T.C. 85, 86, 87, 88, 89, 90, 91, 92, 328
de Wit, L. 169, 176
death and dying 641–3, 642–3
Declaration of Alma-Ata (1978) 651
defining health literacy 5–16, 7–9, 26, 421, 436, 509, 555–7, 658
Index

...and adult education  386–7
children and adolescents  39, 40
in health education context  22–3
HLS-EU  116–18
mental health literacy  53–4, 61, 262–3, 292, 371
World Health Organisation  6, 29, 32, 588
Degener, S.  387
Delamont, S.  596
Delphi method  54, 55, 56, 58, 120
Denmark
critical health literacy  171, 173–4
health literacy policies  406, 407, 408
health literacy research  200, 200, 201–2
measuring health literacy  128, 129
depression  55, 55–6, 58, 206–7, 263–4, 360–2, 363–4
diabetes  92–3, 185, 187, 283, 512–13, 678
Diabetes Numeracy Test (DNT)  92–3
Dietscher, C.  543, 545–6
digital balance literacy (DBL)  235, 237, 237–8, 242
digital health literacy  275–84
across the lifespan  278–81
children and adolescents  233–42, 278–80, 595
ethical challenges  283–4
interventions  233–42, 277–8, 281–4
measuring  69, 70, 72, 202, 276
MEDIA PROTECT intervention  233–42
use of internet  276–7
virtual worlds  601–12
see also online resources
dis-ease/ease health continuum  655–7, 658
disability
attitudes to  609
and health literacy  694–700
and inclusion  698–9
measurement of  693–4
UN Convention  689–90, 695–6, 696, 698
and virtual worlds  609
WHO framework (ICF)  695, 696–8, 697–8
distributed decision-making  674
distributed health literacy xxiii, 42, 576, 602, 674
Doak, C.  25
Doak, L.  25
Dodson, S.  9, 10
Drew, N.  171
Driessnack, M.  85, 86, 87, 89, 90, 91, 92, 589, 590, 676
drugs see pharmaceutical care
Drummond, M.  39–40, 47, 587, 588, 589, 592, 594, 595, 596
Dubbin, L.A.  581

E
early intervention programmes, mental health literacy  294–5
Edge, S.  268
education (general)
and level of health literacy  690–4, 691
and inclusion  698–9
see also adult literacy/education; school health education
Edwards, M.  42, 576, 674
eHealth literacy see digital health literacy
eHealth Literacy Questionnaire (eHLQ)  202
eHealth Literacy Scale (eHEALS)  69, 70, 72, 276
Ellis, J.  673
Elsborg, L.  202
embedding health literacy into policy  429, 430
employee wellbeing see occupational health literacy
Emtekaer Haesum, L.K.  202
end of life see ageing and end of life
entropy  650, 654, 655, 656
Erickson, F.  594
Eriksson, M.  657
Eriksson-Backa, K.  204
Estacio, E.V.  171
Estonia, health literacy  406, 408
European Alliance Against Depression  361–2
European Health Literacy Consortium  10, 125
European Health Literacy Survey (HLS-EU) 69, 70, 71, 72, 155, 403–4, 556–7, 691
European Health Literacy Survey Questionnaire (HLS-EU-Q) 93, 101–3, 115–34, 140–1, 207–8
concept and definition of health literacy 116–18, 118
data analysis 122–4
data collection and management 121–2
HLS-EU study 116–25
questionnaire development 118–21, 119
short forms of 124–5, 156, 204
wider application of 125–34, 126–33
European Union
definition of health literacy 8, 10
Health for Growth 714
health literacy policies in 403–17
healthy ageing 637, 638
measuring health literacy in 115–34
see also individual countries

F
Fairbrother, H. 39, 47, 91, 592, 674
Farmanova, E. 543, 544, 547–8
fast screeners 26
feminist ethics of care 593
financial deprivation, and limited health literacy 157, 159
Finland
health literacy policies 406, 408
health literacy research 200, 200, 203–4
school health education 23–4, 521–32
Flowers, L. 635–6
focus groups 103–5, 108, 204, 264, 282, 283, 314, 592
Fok, M.S.M. 7, 9
Forrest, C.B. 100
Fournier, B. 593
France, health literacy 406, 407, 408, 413, 414, 414
Frankish, J. 443
Fredriksen, E.H. 204–5
Freedman, D.A. 8, 10, 42
Freeman, S. 262
Freire, Paulo 29, 168, 316, 386, 564
Friis, K. 201
functional health literacy 11, 83, 142–3, 220–1
measuring 85, 85, 86, 87, 88, 89–90, 91, 92, 206, 590
older people 157
refugees 207–8
Functional Health Literacy test (S-FHL) 206
functional literacy 24–5, 29
Furuya, Y. 691
G
Gaffney, J.S. 559
Garcia, C.H. 676
gatekeeper training 367
GeKoKids questionnaire 88
Gele, A.A. 204
Generalised Resistance Deficits (GRD) 656, 657, 658
Generalised Resistance Resources (GRR) 650, 656–9, 658
George, S. 531
German Health Literacy Survey (HLS-GER) 128, 156
German Health Update (GEDA) 128, 156
Germany
adolescent health literacy 99–109
adult mental health literacy interventions 361–2
critical health literacy 172
education and health literacy 691, 692
health literacy policies 406, 407, 408, 413, 414
measuring health literacy 99–109, 126, 127, 128, 129, 154–5, 156–7
MEDIA PROTECT intervention 234–42
older people 153–60
gestational diabetes 512–13
Gillis, D. 712
Gordon-El-Bihbety, D. 8, 139, 435–6, 440
Gossen, T. 43
Gould, L. 171, 173, 175
gout and health literacy 511–12
governance 460, 463, 467, 713–14
Greece
education and health literacy 691
health literacy policies 406, 407, 408, 414
measuring health literacy 126, 127
Greene, K. 298–9
Greenhalgh, T. 666, 677, 678
grief 641–3, 642–3
guided participation 45
Guntzviller, L.M. 590
Guruge, S. 265

H
habitus 564, 578
Hadlaczky, G. 367
Haggerty, R.J. 294
Haghdoost, A.A. 694
Hamilton, M. 559, 562, 563
Hancock, T. 439
Hansson, L. 206, 362
Hart, J.T. 582
Hart, L.M. 295
Hawe, P 707
HeadStrong programme 294, 297–8
HEAL:BCC (Health Education and Adult Literacy: Breast and Cervical Cancer) 391–4
HEALIT4EU study 404–5, 406–7, 412, 416
Health Activities Literacy Scale (HALS) 115, 119, 141, 691
health and safety at work see occupational health literacy
Health Behaviour in School-Aged Children (HBSC) 203
health citizenship 11
health disparities, and health literacy 139–47, 582
consensus on definitions and measurements 142–3
contextual factors 143–5
and culture 145–6
international research on 140–1
health education see health promotion;
prevention
Health Education as school subject
assessment of health literacy as learning outcome 529–31
evolution of 522–4
health literacy as framework 525–9, 527–8
objectives of 526–9, 527–8, 530
teaching qualifications for 532
health field concept 28
Health Foundation (England) 430
Health in All Policies (HiAP) approach 31, 191, 459, 464, 467, 652
health insurance (US) 491–2, 493, 494
Health literacy: A prescription to end confusion (US) 27, 497–8, 709
Health Literacy Assessment Scale for Adolescents (HAS-A) 93
Health Literacy Collaboration Centre (WHO) 31
health literacy, concept of
challenge of translating 13–15, 200–1, 200, 405–6
classification of 11, 220–1
as a complex concept 11–12
core components of 525–6
current conceptualisation of 555–7
definition of 5–16, 7–9, 22–3, 26, 29, 39, 40, 116–18, 386–7, 421, 436, 509, 555–7, 658
as a heterogeneous concept 12–13
impact of context 221–2
implications of different interpretations 14–15
and inclusion 699–700
and literacy theories 564–9
as multidimensional concept 10–11
‘Health Literacy Discussion List’ (US) 494, 496
health literacy events 568
Health Literacy for School-aged Children (HLSAC) instrument 203
health literacy, historically 21–33
and adult education 24–5, 31–2
healthcare approach 31–2
and public health 28–33
and school health education 22–4, 31–2

727
| Health Literacy in Childhood and Adolescence consortium (HLCA) | health literacy policies in New Zealand
| Health Literacy Management Scale (HeLMS) | 505–18
| 675 | context 506–8
| Health Literacy Place website | current situation 517–18
| 425 | exploratory research projects 509–13
| health literacy policies in Australia 471–85 | future challenges 518
| evolution of 473–6, 474, 475 | growing interest in 513–15
| future directions 481–4 | and health literacy of population 508–9
| healthcare system 472–3 | organisational health literacy 516–17
| implications for other countries 484–5 | health literacy policies in Scotland 419–31
| organisational framework 483 | achievements 425–6
| recent (2014–18) 476–81, 476–81 | approach to 420–4, 421–2, 423
| state government policies 477, 478, 479–81 | background to 419–20
| see also Australia | embedding health literacy 429, 430
| health literacy policies in Austria 453–67 | evidence base 429–30
| achievements 463–4 | future directions 430–1
| analysis of 464–7 | national demonstrator programme 426–8
| background to 453–4 | health literacy policies in United States 489–500
| developing specific policies 460–2 | Health literacy: A prescription to end confusion 497–8
| evaluation and monitoring 462–3 | Healthy people 2020 497
| intersectoral approach 455–6 | National action plan to improve health literacy 495–6
| lack of health literacy 454–5 | other federal agencies 499–500
| national coordination and support structure 458–60 | Patient Protection and Affordable Care Act (ACA) 2010 490–4
| and national healthcare reform process 457–8 | Plain Writing Act 2010 496–7
| see also Austria | Ten attributes of health literate health care organizations 498–9, 498
| health literacy policies in Canada 435–50 | see also United States
| Action Plan 442–8, 444–5, 449 | Health Literacy Questionnaire (HLQ) 69, 69, 70, 71, 72, 202, 675
| background and context 435–9 | health literacy responsiveness 90, 424, 430, 484, 541, 542, 543
| Expert Panel report 440 | see also organisational health literacy
| framework for health literacy 441 | Health literacy: The solid facts (WHO) 30, 125, 403–4, 577, 689, 709
| history of health literacy 439–40, 443 | Health Literacy Tool Shed 68–9, 75, 589–90
| role of governments 448–50 | health-literate organisations see organisational health literacy
| see also Canada | health professionals see workforce
| health literacy policies in EU 403–17 | health-promoting schools model 293
| HEALIT4EU study 404–5 | health promotion
| national policies and actions 407–12, 408–13 | advent of 28–30, 650–2, 652
| overview of 405–7, 406–7 | and chronic conditions 189–90
| policy cycle 408–9, 408 | health professionals see workforce
| regional policies and actions 412–14, 414 | health-promoting schools model 293
| role of policy-makers 403–4 | health promotion
| see also individual countries; and see also European Union | advent of 28–30, 650–2, 652
| and chronic conditions 189–90 |
in community populations 225–9
distinguished from health literacy 574
and HLS-EU health literacy matrix 119
non-communicable diseases 337–8
public health capacity 706–8, 708
and salutogenesis 649–61, 658, 660
World Health Organization 28–9, 30, 117, 357, 649, 651–2, 652
Health Quality and Safety Commission (New Zealand) 514–15
Healthy Aboriginal Network (Canada) 268–9
healthy ageing 637, 638
Healthy Community Program (US) 312, 313
Healthy people 2020 (US) 497
Heath, S.B. 563
Hecht, M.L. 298–9
Hensing, G. 12
Hernández-García, M. 592
Hernandez-Rabanal, C. 282
Hesse-Biber, S.N. 594
Hewitt, L. 392, 394
Hinder, S. 677, 678
history of health literacy see health literacy, historically
HIV 281, 593
Hjärnkoll campaign (Sweden) 362
Hollenweger, J. 699
Holmes, B.J. 464, 465
Hsu, W.C. 280
Hubbard, B. 85, 86, 87, 88, 91, 92
human rights 695–6, 700
Hungary, health literacy 128, 129, 406, 408, 413, 414
Hurrelmann, K. 46–7

I
Iceland 200
ideological views of literacy 561–9
illiteracy 24–5, 26, 168, 340, 692, 693
immersive environments see virtual worlds
immigrants
chronic conditions 188–9
health literacy of 140, 204, 693
refugees 207–8, 253–7, 261–71
and social embeddedness of health literacy 577
Youth Warrior Program 253–7
IMOVE 202
In our own voice (US) 269
inclusion 689–700
India, adult mental health literacy interventions 363–4
indigenous communities
Australia 171, 473–4, 474, 475
Canada 268–9
critical health literacy 171
Māori 505–15
Youth Warrior Program 253–7
Indonesia 132, 133
information literacy 204, 676–7
Institute of Medicine, US (now National Academy of Science Engineering and Medicine) 9, 23, 27, 32, 70, 90, 323, 497–8, 509, 539, 709, 710
and organisational health literacy 477, 516, 540–1, 542, 544–5
Integrative Model of eHealth Use (IMeHU) 277, 278
interactive health literacy 11, 29, 117, 202, 221, 226, 282, 675
intergenerational order 47–8, 49
International Adult Literacy and Skills Survey (IALSS) 436, 440
International Adult Literacy Survey (IALS) 26, 141, 439
International Classification of Functioning, Disability and Health (ICF) 695, 696–8, 697–8
International Labour Office (ILO) 348
International Society for Quality in Healthcare (ISQua) 546
internet see digital health literacy; online resources
Intervention Research on Health Literacy among Ageing Population (IROHLA) 187, 635
interviews (research) 90, 102–3, 108, 156, 120, 208, 352–3, 494, 592, 604
Inverse Care Law 582
Ireland  
education and health literacy 691  
health literacy skills in 327  
measuring health literacy 126, 127  
national health literacy policy 406, 407, 408, 409, 410, 413  
older people 326–7  
partnerships for health literacy 712  
pharmaceutical care 324, 326–7, 328, 329  

Ishikawa, H. 8, 622  

Israel, health literacy 130, 131, 280, 282  

Italy  
measuring health literacy 130, 131  
national health literacy policies 406, 407, 408, 410, 410–11, 413  
regional health literacy policies 412–14  

J  

Jakarta Conference (WHO) 28, 652  
Japan, health literacy 130, 131, 141, 146, 206, 280  
Jenkins, H. 602  
Jevremovic, T. 67  

Joint Committee on National Health Education Standards, US 6, 7, 22–3, 43  

Jorm, A. 262–3, 266, 292, 310, 371, 373  

K  

Kagawa Singer, M. 146  
Kahn, R. 638  
Kamei, T. 622  
Kanj, M. 29  
Käremann, D. 594  
Kaysers, L. 202  
Kazakhstan, health literacy 132, 133  
Kennedy, E. 559, 561–2  
Kennedy, M.G. 85, 86, 87, 88, 89, 90, 91, 92  

Kickbusch, I. 7, 9–10, 11, 29, 115–16, 574, 588  
Health literacy: The solid facts (WHO) 30, 125, 403–4, 577, 689, 709  

Kids–Health KidsPoll (Brown) 85, 86, 87, 88, 90, 91, 92  
Kitchener, B.A. 58, 266  
Kluge, E.H.W. 283  
knowledge/attitudes/behaviour (KAB) conceptual framework 225  
knowledge to action 466  

Kōrero Mārama: Health literacy and Māori 508–9  

Kosovo, health literacy 126, 127  
Krippalani, S. 329  
Kroon, F.P. 185  
Kübler-Ross, E. 641  
Kunkel, R. 141  
Kurtz-Rossi, S. 394  
Kuruvilla, S.S. 12  
Kusan, S. 61  
Kutcher, S. 59, 382  

Kwan, B. 7, 10  

L  

Lalonde report (Canada) 28  
Lareau, A. 47–8, 579  
Latvia, health literacy 406, 408  
leadership 465–6, 481–2, 713–14  
Lee, S.Y.D. 666, 673  
Leighton, S. 85, 86, 87, 88, 89, 90, 91, 92  
Leung, A. 281  
Levin-Zamir, D. 30, 691  
Lewin, K. 541  
Lievens, J. 581  
life course perspective xxiii, 12  
chronic conditions 183–91  
see also salutogenesis  
Life Enhancement Program (LEP) (US) 313–16, 317  
Lifestyle Medicine 189  
Lindstrom, B. 657  
literacy (general)  
adult literacy programmes 24–6, 31–2, 385–95  
iliteracy 24–5, 26, 168, 340, 692, 693  
thetical perspectives of literacy 559–64  
literacy and health literacy 220, 555–69  
and adult education 24–6, 31–2, 385–95
autonomous views of literacy 566
current conceptualisation of and literacy theories 564–9
and current conceptualisations of health literacy 555–9
theoretical perspectives of literacy 559–64
literacy as a social practice 562–4, 566–8
literacy events 563–4, 566, 568
literacy mediators 674
literacy practices 563–4, 567–8
Lithuania, health literacy 406, 408
Liu, C.H. 93
Lloyd, A. 676–7
Lloyd, J.E. 548
long-term health conditions see chronic conditions
Lykes, M.B. 172, 174

M
Macedo, D. 386
Mackert, M. 12, 60–1
Making Good Decisions in Collaboration (MAGIC) programme (England) 430
Making it easier (Scotland) 430
Making it easy (Scotland) 419–31
Malaysia, health literacy 132, 133
Malloy-Weir, L.J. 555–6, 557, 565–6, 620
Malone, J.L. 263, 265, 271
Malta, health literacy 128, 129, 406, 408, 413
Manaf, E. 176
Mancuso, J.M. 8, 90
Manganelllo, J.A. 93
Māori 505–15
exploratory research projects 509–13
further projects 513–14, 515
health problems 509–13, 515
health literacy of 508–9
Marcus, M. 263–4
Marmot, M. 583
Mårtensson, L.I. 12, 206
Marvanova, M. 328
Massey, P.M. 8, 679
maternal health literacy 204–5, 512–13, 677–8
Matthews, C. 177
Mayall, B. 47
Mayberry, L.S. 673
McBride, C.M. 187
McCaffrey, K. 581
McCarthy, J. 264
McCuaig, L. 172, 175, 177
McGrath, M. 674
meaning-making 567, 568
Measurement of Health Literacy Among Adolescents (MOHLAA) 100–9
measuring health literacy (general)
chronic conditions 201
communicative and critical health literacy 206
critical health literacy 175–6
immigrants 204
maternal health literacy 204–5
mental health 54–61, 206–7
refugees 207–8
screening programmes 208–9
and significance of education 202, 690–4, 691
and socioeconomic characteristics 201
see also European Health Literacy Survey Questionnaire (HLS-EU-Q)
measuring health literacy in adolescents 99–109, 202–4, 589–91
and cognitive developments 99
cognitive interviewing 102–3, 108
distinguishing characteristics 100
focus groups 103–5, 108
implications for development of instruments 109
mental health 206–7
MOHLAA 100–9
questionnaire development 101–9
measuring health literacy in adults 26, 67–79, 207
Calgary Charter on Health Literacy Scale 77–8
critique of 72–6, 78–9
desirable features of 76
measures and screeners 68–9
mental health 54–60
overview of tools 69–72, 69, 70, 72
<table>
<thead>
<tr>
<th>Topic</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>components of health literacy</td>
<td>87–90, 88–9</td>
</tr>
<tr>
<td>health topics</td>
<td>86–7</td>
</tr>
<tr>
<td>latest developments</td>
<td>92–3</td>
</tr>
<tr>
<td>measurement design</td>
<td>90–1</td>
</tr>
<tr>
<td>methodological rigour</td>
<td>91–2</td>
</tr>
<tr>
<td>target groups</td>
<td>85, 85–6</td>
</tr>
<tr>
<td>tools and challenges</td>
<td>84–92</td>
</tr>
<tr>
<td>measuring health literacy in Europe</td>
<td>see European Health Literacy Survey Questionnaire (HLS-EU-Q)</td>
</tr>
<tr>
<td>measuring health literacy in older people</td>
<td>154–6, 204</td>
</tr>
<tr>
<td>media health literacy</td>
<td>see digital health literacy</td>
</tr>
<tr>
<td>MEDIA PROTECT intervention</td>
<td>233–42</td>
</tr>
<tr>
<td>background to</td>
<td>233–5</td>
</tr>
<tr>
<td>components of</td>
<td>238–42</td>
</tr>
<tr>
<td>digital balance literacy (DBL)</td>
<td>237–8, 237, 242</td>
</tr>
<tr>
<td>evaluation of</td>
<td>242</td>
</tr>
<tr>
<td>future changes and adaptations</td>
<td>242</td>
</tr>
<tr>
<td>training of multipliers</td>
<td>241–2</td>
</tr>
<tr>
<td>Medicaid</td>
<td>492</td>
</tr>
<tr>
<td>medication</td>
<td>see pharmaceutical care</td>
</tr>
<tr>
<td>medication adherence</td>
<td>325–6, 328–9</td>
</tr>
<tr>
<td>Meggetto, E.</td>
<td>541, 542</td>
</tr>
<tr>
<td>mental health first aid</td>
<td>58–9, 266–7, 292, 297</td>
</tr>
<tr>
<td>training course</td>
<td>366–7</td>
</tr>
<tr>
<td>mental health literacy</td>
<td>adult interventions 359–68</td>
</tr>
<tr>
<td>challenges and extensions to concept</td>
<td>60–1</td>
</tr>
<tr>
<td>children and adolescents</td>
<td>55–6, 57, 202, 205, 206–7, 261–71, 291–300</td>
</tr>
<tr>
<td>community campaigns</td>
<td>360–4</td>
</tr>
<tr>
<td>community surveys of</td>
<td>54–9</td>
</tr>
<tr>
<td>concept of</td>
<td>53–61</td>
</tr>
<tr>
<td>and culture</td>
<td>264–8, 270, 271</td>
</tr>
<tr>
<td>definition of</td>
<td>53–4, 61, 262–3, 292, 371</td>
</tr>
<tr>
<td>development of a disorder</td>
<td>56–7</td>
</tr>
<tr>
<td>enhancing professionals’ literacy</td>
<td>266–7</td>
</tr>
<tr>
<td>internet-based interventions</td>
<td>364–6</td>
</tr>
<tr>
<td>measuring</td>
<td>54–60, 206–7</td>
</tr>
<tr>
<td>mental health first aid</td>
<td>58–9, 266–7, 292, 297, 366–7</td>
</tr>
<tr>
<td>parental mental illness</td>
<td>371–8</td>
</tr>
<tr>
<td>and pharmaceutical care</td>
<td>329–30</td>
</tr>
<tr>
<td>prevention strategies</td>
<td>55–6, 292–8, 293, 379</td>
</tr>
<tr>
<td>refugee youth</td>
<td>261–7</td>
</tr>
<tr>
<td>school-based interventions</td>
<td>269, 291–300</td>
</tr>
<tr>
<td>and self-help strategies</td>
<td>58</td>
</tr>
<tr>
<td>and sources of help</td>
<td>57</td>
</tr>
<tr>
<td>and stigma</td>
<td>206, 263, 267, 269, 296, 299, 310, 362</td>
</tr>
<tr>
<td>training courses</td>
<td>366–7</td>
</tr>
<tr>
<td>treatment beliefs</td>
<td>60</td>
</tr>
<tr>
<td>and virtual worlds</td>
<td>609–10</td>
</tr>
<tr>
<td>Merry, S.N.</td>
<td>299</td>
</tr>
<tr>
<td>meta-narrative review</td>
<td>665–81</td>
</tr>
<tr>
<td>metabolic syndrome</td>
<td>204</td>
</tr>
<tr>
<td>Mexico Conference 2000 (WHO)</td>
<td>29, 652</td>
</tr>
<tr>
<td>migrants</td>
<td>see immigrants</td>
</tr>
<tr>
<td>MindMatters (Australia)</td>
<td>293</td>
</tr>
<tr>
<td>MindWise(Australia)</td>
<td>364</td>
</tr>
<tr>
<td>Mitchell, W.A.</td>
<td>107</td>
</tr>
<tr>
<td>Mitic, W.</td>
<td>29, 442, 445</td>
</tr>
<tr>
<td>Mitsutake, S.</td>
<td>280, 281</td>
</tr>
<tr>
<td>mobile apps</td>
<td>277, 278, 365–6</td>
</tr>
<tr>
<td>mobile health (mHealth)</td>
<td>xxi–xxii, 277, 278, 283</td>
</tr>
<tr>
<td>Mogford, E.</td>
<td>171, 173</td>
</tr>
<tr>
<td>MOHLAA (Measurement of Health Literacy Among Adolescents)</td>
<td>100–9</td>
</tr>
<tr>
<td>Möller, I.</td>
<td>234</td>
</tr>
<tr>
<td>Moore, S.</td>
<td>681</td>
</tr>
<tr>
<td>Moore, T.</td>
<td>633, 636</td>
</tr>
<tr>
<td>Morgan, A.J.</td>
<td>367–8</td>
</tr>
<tr>
<td>Morrow, L.M.</td>
<td>561</td>
</tr>
<tr>
<td>Moses, T.</td>
<td>269</td>
</tr>
<tr>
<td>Mößle, T.</td>
<td>238</td>
</tr>
<tr>
<td>Mrazek, P.J.</td>
<td>294</td>
</tr>
<tr>
<td>Multi-stakeholder Collaboration (Ireland)</td>
<td>712</td>
</tr>
<tr>
<td>multiliteracies</td>
<td>564</td>
</tr>
<tr>
<td>Mulvaney, S.A.</td>
<td>92–3</td>
</tr>
<tr>
<td>Murray, S.</td>
<td>440</td>
</tr>
<tr>
<td>Muscat, D.M.</td>
<td>172, 175</td>
</tr>
<tr>
<td>Myanmar, health literacy</td>
<td>132, 133</td>
</tr>
</tbody>
</table>

732
Index

N
Nairobi Conference 2009 (WHO) 29, 651
Naito, M. 85, 86, 88, 90, 91, 92
National Academy of Science Engineering and Medicine (US) see Institute of Medicine
National action plan to improve health literacy (US) 495–6
National Adult Literacy Agency (NALA) (Ireland) 409, 712
National Adult Literacy Survey (NALS) 25, 26, 141, 387
National Alliance for Health Literacy (Netherlands) 712
National Assessment of Adult Literacy (NAAL) 155, 388, 676
national demonstrator programme 426–8
National Health Literacy Action Group (NHLAG) (Scotland) 419, 420–4
National Library of Medicine (NLM) (US) 27, 499
National Literacy and Health Program (Canada) 439–40
National Network of Libraries of Medicine (NNLM) (US) 499
negentropy 654, 656
Neter, E. 276
Netherlands
education and health literacy 691
health literacy policies 406, 407, 408, 413
measuring health literacy 126, 127
partnerships for health literacy 712
network perspective 577
new childhood sociology (NCS) 47–8
New Literacy Studies (NLS) 559–60, 562, 566, 568, 674
new media health literacies see digital health literacy; virtual worlds
New South Wales, Australia 478, 479–80
New Zealand, health literacy policies in 505–18
Newest Vital Sign (NVS) 69, 70, 71, 72, 85, 85, 86, 87, 89, 89, 90, 91, 92, 155, 590
Ng, E. 693
Nguyen, T.H. 691, 692, 693
NHS Education for Scotland (NES) 425
NICE 325, 327
Nicholas, J. 366
Nielsen-Bohlman, L.T. 7, 9, 27, 497–8
Nigeria, health literacy 340, 341
Nishita, C. 640
non-communicable diseases (NCDs) 335–43
One Resource Learning laboratory (ORLab) 341–3
rising trend of 336–7
stated preference discrete choice health literacy intervention framework 338–43
Nordic countries, health literacy research in 199–210
by country 201–9
Nordic Health Literacy Network 200–1
scope and scale of 209–10
translation of health literacy 200, 200–1
see also individual countries
Nordic Health Literacy Network 200–1
Norgaard, O. 236
Norman, C.D. 236, 276, 284
Norway 200
adult mental health literacy interventions 362–3
health literacy research 204–5
measuring health literacy 130, 131
Nuremberg Alliance Against Depression 361–2
Nürnberg, A. 43
nursing homes, occupational health literacy 351–6
Nygreen, K. 249
O
Obamacare 490–4
obesity in childhood 279, 307, 308, 310
objective health literacy 91
occupational health literacy 347–57
benefits of 356–7
model of 348–51, 350
operationalisation of 351–6, 352–4
workplace setting 347–8
O’Connell, M.E. 293
O’Connor, M. 59
Office of Minority Health (OML) (US) 499–500
Okan, O. 42, 45, 47, 591
Okanagan Charter 438
older people 153–60
challenges facing 153–4
chronic conditions 187
critical health literacy 176
development of interventions 159–60
eHealth literacy 281, 282
impact of limited health literacy 157–8
limited health literacy of 154–7, 159, 204
measuring health literacy 154–6
in Nordic countries 204
pharmaceutical care 326–7
see also ageing and end of life
Olsson, D.P. 85, 86, 87, 88, 89, 90, 91, 92
Omariba, W.R. 693
One Resource Learning laboratory (ORLlab) 341–3
online forums 204–5
online resources
adolescent mental health 270–1
adult mental health literacy 364–6
critical digital literacy 595
health education programmes 226
pregnancy forums 204–5
use of across the lifespan 275–84
virtual worlds 601–12
websites 204–5, 234, 269, 320, 364–5, 425, 499, 511
see also digital health literacy
Ontario Public Health Association (OPHA) 439
Ophelia approach (OPtimising HHealth LiTeracy and Access) 430
organisational capacity 711–12
organisational health literacy 222, 539–49
barriers to 548
and capacity building 711–12
concepts, models and frameworks 543–6
definitions of 542–3
development of concept 540–3
guides and toolkits 547–8
and mental health literacy 382
Organisational Health Literacy
Responsiveness (Org-HLR) framework 482, 483, 543
self-review project 516–18
Ten attributes of health literate health care organizations 498, 498–9, 516, 540–1, 544, 544–5
terminology 541–2
Vienna concept of health-literate hospitals and healthcare organisations (V-HLO) 543, 545–6
Organisational Health Literacy
Responsiveness (Org-HLR) framework 482, 483, 543
Ormshaw, M.J. 84, 86, 91, 92, 594–5
Osborne, H. 640
Osborne, Richard 31
Osterberg, L. 325
Ottawa Charter 1986 (WHO) 28, 117, 254, 357, 618, 649, 651

P
Paakkari, L. 9, 40, 203, 587, 588
Paakkari, O. 9, 40, 587, 588
Paasche-Orlow, M.K. 7, 68, 541
Paek, H.-J. 46
Pan-Canadian Joint Consortium for School Health 269
Papen, U. 674
Paradise, R. 45
Parashar, S. 675
parental mental illness 371–83
challenges 373, 375–6
empirical research and results 373–7
and everyday life 380
impact on children 372
and knowledge 373, 374–5, 377, 378–9, 381
MHL complementation/adaptation 377–81
and professional role 380–1
and structures 373, 376–7, 379–80
parents
and adult education 389–90
and children’s chronic illness 187, 191
and critical health literacy 172, 177
eHealth literacy 277, 278, 280–1, 281–2
and health literacy levels of children 202
and intergenerational order 47–8
Māori 510–11, 515
MEDIA PROTECT intervention 239, 240–1
and mental health of children and adolescents 56
role of in interventions 308, 312, 313–16, 317
and social embeddedness of health literacy 579
as sources of health information 100, 104, 105, 107–8, 109
see also children and adolescents; parental mental illness
Parisod, H. 203–4
Park, H. 281
Parker, R. 26, 382, 582, 665, 668
participatory approaches
adult healthcare 617–28
benefits of 249–52
challenges of 252
children and adolescents 587–96
and children’s rights 591–6
conceptual approach 618
and conceptualisation of health literacy 619
further development of 626–8
partnerships for health literacy 712–13
and people with low health literacy 619–21
relationship with health literacy 622–8, 623
youth participation (Photovoice) 247–57
partnership synergy 713
partnerships for health literacy 712–13
pathogenesis complexity 652–3
patient–centred label (PCL) 328–9
patient education 224–5
patient information/communication 426–8
and pharmaceutical care 328–9
strategies for improving 460–2
patient participation 617–28
challenges of 619–21
conceptual approach 618, 622–6, 623
perspectives for further development 626–8
Patient Protection and Affordable Care Act (ACA) 2010 (US) 490–4
Patton, G.C. 300
Pavlekovic, G. 8
Payer, L. 639
Pelikan, J. 453, 543, 545–6
pelvic girdle pain (PGP) 205
Penn Resilience Program 297
Perry, K.H. 562, 564
Perry, Y. 294
Persell, S.D. 328
personal agency 41, 46–7
Peru, Theater for Health 317–18
Peterson, F.L. 532
pharmaceutical care 323–31
concept of 324–5
and health literacy 327–9, 514
medication adherence 325–6, 328–9
and mental health 329–30
role of the pharmacist 324, 328–9
Pharmaceutical Society of Ireland (PSI) 324
Pharmacy Education Taskforce (PET) 324
Philippines, critical health literacy 171
phonological awareness 561
Photovoice 247–57
background to 248–50
benefits of 250–2
case study 252–7
challenges of 252
importance of youth participation 248–9
as participatory and empowerment tool 249–50
physical activity 202, 203
Pinxten, W. 581
Pirkis, J. 360, 361
plain language, use of 329, 388, 393, 439–40, 489, 493, 496–7, 639
Plain Writing Act 2010 (US) 496–7
Pleasant, A. 12, 15, 142, 588, 591, 593–4, 595, 690–1
Poland, health literacy 126, 127, 406, 407, 408, 691
policy cycle 408–9, 408
policy-makers, and definitions of health literacy 14–15
Ponieman, D. 326
Porr, C. 169
Portugal
measuring health literacy 128, 129
national health literacy policy 406, 407, 408, 411, 411
post-traumatic growth 268
Potvin-Boucher, J.T. 263, 265, 271
pregnancy 204–5, 512–13, 677–8
prescriptions see pharmaceutical care prevention
cancer screening programmes 208–9, 281, 391–4
of chronic conditions 189–90
in community populations 225–9, 227
and digital media 233–42
and HLS-EU health literacy matrix 119
Māori communities 510–13, 515
mental health disorders 55–6, 292–8, 293, 379
non-communicable diseases 335–43
see also health promotion; occupational health literacy; school health education
professionals see workforce
Program for the International Assessment of Adult Competencies (PIAAC) 141, 388
Proteus effect 603
psycholinguistic perspectives of literacy 560, 561
psychological perspective on health literacy and development 43, 44
psychosis 206, 362–3
public health, and history of health literacy 28–31, 32–3
Public Health Agency of Canada (PHAC) 440, 442, 443, 446
Q
Qato, D.M. 327
questionnaire development 101–9, 118–21, 119
R
Rainey, J. 85, 86, 87, 88, 91, 92
Rapid Estimate of Adolescent Literacy in Medicine (REALMTeen) 86, 88, 590
Rapid Estimate of Adult Literacy in Medicine (REALM) 68, 69, 70, 71, 72, 92, 155, 330, 692, 693
Rapley, T. 674
Ratzan, S.C. 26, 382, 665, 668
Reavley, N.J. 263, 310
refugees
health literacy of 207–8
resources to support 268–9
youth mental health literacy 261–71
Youth Warrior Program 253–7
Renaud, L. 435
Renkert, S. 188
Renold, E. 592–3
rheumatic fever 515
Richards-Schuster, K. 249
Richter, M. 46–7
risk-based health literacy approach 627
Robert Koch Institute 101, 156, 692
Rodrigues Coser, L. 249, 253
Rogoff, B. 45
Romania, health literacy 406, 408, 413
Root, J. 25
Rootman, I. 8, 139
Roundtable on Health Literacy (US) 498–9
Rowe, J. 638
Rowlands, G. 577
Rudd, R. 141, 440, 515–16, 517, 542
S
salutogenesis 567, 649–61
advent of health promotion 650–2, 652
concept of 653–4
and health literacy 657–61, 660
and pathogenesis complexity 652–3
Index

... and theory of health promotion 653–7, 658
Sanders, L.M. 42, 43, 44
Saranac Lake conference 1974 (US) 22
Scan Project (Canada) 443, 446
Scheib, H. 172, 174
Schillinger, D. 85
Schmidt, C.O. 85, 86, 87, 88, 89, 90, 91
Schmidt, M.E. 238
Schneider, M.-P. 284
Schölmerich, V.L. 677–8
school health education approaches to 203
assessment of health literacy as learning outcome 529–31
critical health literacy 171, 172, 173–4, 177
eHealth literacy 282
evolution of Health Education as a subject 522–4
Health Education as school subject (in Finland) 203, 521–32
health literacy as framework 525–9, 527–8
and history of health literacy 22–4, 31–2
impact of interventions on mental health literacy 295–300
importance of 24
MEDIA PROTECT intervention 238–9
mental health literacy 269, 292–300
in Nordic countries 202–4, 521–32
objectives of 526–9, 527–8, 530
and physical activity 202
refugee youth mental health 262, 265
teaching qualifications for 532
in United States 22–4, 521
see also children and adolescents
Scotland, health literacy policies in 419–31
screen media usage see MEDIA PROTECT intervention
screeners 68–72
screening programmes 208–9, 281, 391–4
Second Life see virtual worlds
selective prevention 294
self-determination 618, 626–7
self-efficacy 226, 278, 603, 609–10
self-help, and mental health 58, 368, 379
self-management, and chronic conditions 184, 185, 187, 188, 190, 223, 678
Sense of Coherence (SOC) 650, 653–61, 658, 660
Sentell, T. 577, 674
sexual and reproductive health 208
Sgourou, A. 643
Shanghai Declaration 2016 (WHO) 30, 178, 189–90, 471, 651, 706
shared decision making 172, 429, 430, 492
patient participation 617–28
Sharif, I. 85, 86, 87, 88, 89, 91, 92, 589, 590
Sheridan, S.L. 224
Shim, J.K. 581
Smart Choice Health Insurance programme (US) 493
Smith, S. 581
social capital 581, 634–5, 665
see also social context of health literacy
social cognitive theory 603
social context of health literacy 665–81
and aggregate studies 669, 672, 672, 675–6
and association studies 669, 672–3, 672
critique of the research 678–81
and definition studies 669, 672, 672, 675
and distributed studies 669, 672, 672, 674–5
empirical studies 669
iterative searching and scoping 666–7
and knowledges studies 669, 672, 672, 676–8
meta-narrative review 668–78, 669–72
research methodology 669
research questions 666
and resource studies 669, 672, 672, 673
social determinants of health xxii, 30, 32, 139, 167, 173, 178
social embeddedness of health literacy 49, 573–84
and Bourdieu, P. 577–9, 581–2
and context 582–3
and health literacy as evolving concept 574–7
and health literacy research 579–82
and social inequalities 576, 577–9, 581–2
social inequalities 576, 577–9, 581–2
social milieus 578–9, 579–80
social models of health 567
social network analysis 679
social practice perspective 561–4, 566, 568, 573, 576, 669, 674, 675
social virtual worlds see virtual worlds
social workers, and mental health literacy 373–82
socialisation model 46–7
socio-ecological approaches 41, 45–6
sociocultural development 45
sociocultural perspectives of literacy 559, 562–3, 566–9
see also virtual worlds
sociolinguistic perspectives of literacy 562–3, 564, 578
sociological perspectives on health literacy and development 44–9
Somali immigrants 204
Sørensen, K. 9, 39, 557, 573, 658
South Australia, health literacy 478
South Korea, health literacy 280, 634
Spain
education and health literacy 691
eHealth literacy 282
measuring health literacy 126, 127
national health literacy policies 406, 407, 408, 411
sports clubs 203
stage models 43, 44
stated preference discrete choice health literacy intervention framework as a critical tool in Africa 338–41
One Resource Learning laboratory (ORLLab) 341–3
Steckelberg, A. 172
stigma, and mental health 206, 263, 267, 269, 296, 299, 310, 362
Strauss, A. 622
Street, B. 559–60, 562–3, 566
stress 187
subjective health literacy 91, 93, 109, 201
successful ageing 638
suicide gatekeeper training 367
Sustainable Development Goals (SDGs) 343, 651, 714
Svensson, B. 206
Svensson, P. 208
Sweden
health literacy policies 406, 407
health literacy research 200, 205–9
mental health literacy 206–7, 362
Switzerland, health literacy 130, 131, 141
Taiwan
eHealth literacy 280
measuring health literacy 93, 130, 131, 132, 133
social capital 634–5
Taiwan Children’s Health Literacy Test (TCHL) 93
task performance-oriented measures 100
Tasmania, health literacy 478, 480–1
Tastsoglou, E. 265
Te Kete Hauora 508–9, 514, 517
teach-back method 224, 329, 426
teachable moments 187–8
teachers
Health Education as school subject 522–32
MEDIA PROTECT intervention 238–9, 239
and mental health literacy 298–9, 375, 376, 378, 379–80, 381, 382
training of 532
see also school health education
teaching methods 298–9
technology see digital health literacy; online resources; virtual worlds
Index

Tedeschi, R.G. 268

Teen Mental Health First Aid (tMHFA) 295, 296, 297, 298

Ten attributes of health literate health care organizations 498, 498–9, 516, 540–1, 544, 544–5

Tercyak, K.P. 279

Test of Functional Health Literacy in Adults (TOFHLA) 26, 30, 69, 70, 71, 72, 155, 202, 692, 693

Theater for Health (Peru) 316–18

Theatre of the oppressed family of methods 316

Thira, D. 264–5

TILDA 327

tobacco 203–4

Tourangeau, R. 102

Tracey, D.H. 561

Training programmes

adult mental health literacy interventions 366–7

communication skills 460–1

health professionals 266–71, 425, 447, 460–1, 514–15, 710–11

mental health literacy 266–71

online continuing education course 438, 447

pharmaceutical care 514

teacher training 532

undergraduate health literacy course 438

Treatment and Intervention in Psychosis (TIPS) 362–3

treatment beliefs 60

Trezona, A. 382, 543

Trout, A.L. 590

Ubuntu philosophy 335–6

United Kingdom

critical health literacy 172, 174–5

national health literacy policies 406, 407, 408, 411, 412, 413, 414

Scottish health literacy policies 419–31

United Nations

Convention on the Rights of the Child (UNCRC) 587, 593, 594–5

United States

adolescent mental health 264

adult literacy programmes 385–95

ageing and end-of-life 635–6, 639

children and adolescents 22–4, 43, 264, 312, 313–16, 313, 317

critical health literacy 171, 172, 174

eHealth literacy 281, 282, 283

health insurance system 491–2, 493, 494

health literacy policies in 489–500

Healthy Community Program 312, 313

history of health literacy 22–4, 26–7

Life Enhancement Program (LEP) 313–16, 317

organisational health literacy 539–41, 544–5

pharmaceutical care 325, 327, 328

school health education 22–4, 521

V

vaccinations 280–1

van der Ploeg, W. 87

van Wert, R. 640

Vardavas, C.I. 85, 86, 87, 88, 89, 90, 91, 92

Velardo, S. 39–40, 47, 587, 588, 589, 592, 594, 595, 596

Victoria, Australia 475, 478

Vidarbh Stress and Health ProgRAM (VISHRAM) 363–4

Vienna concept of health-literate hospitals and healthcare organisations (V-HLO) 543, 545–6

Vietnam, health literacy 132, 133

virtual worlds 601–12

accessing health information 604–6

challenges of 611

and changing behaviour 609–11

739
virtual worlds (continued)
and understanding health information 606–9
Vygotsky, L. 45, 562

W
Wales, health literacy policies 412
Wallmann, B. 85, 86, 87, 88, 89, 90, 92
Walqui, A. 393
Wang, C.C. 250, 255
Wangmar, J. 208
Warsh, J. 86
webinars 447
websites 204–5, 234, 269, 320, 364–5, 425, 499, 511
Wei, Y. 59, 295–6, 297
Weiss, B.D. 329
Well Done Health Literacy consortium (Belgium) 712
Westeman, T. 270
Westra, H. 263–4
Wharf Higgins, J. 45–6, 279
Wikipedia 364
Will Rogers Conference on Health Education 1973 (US) 22
Wills, J. 30
Wolf, M.S. 7, 328
Wong, G. 666
Wong, N.T. 249
Wong, S. 176
Wong, T.K.S. 7, 9
Workbase (New Zealand) 510, 514–15
workforce
development of 425, 447, 460–1, 484, 514–15, 710–11
health literacy of 202
and mental health literacy 266–71, 373–82
see also occupational health literacy; pharmaceutical care; teachers
workplace health see occupational health literacy
World Health Assembly Resolution 707
World Health Organization (WHO)
Commission on Social Determinants of Health (2008) 219
defining health literacy 6, 29, 32, 588
Health Literacy Collaboration Centre 31
health promotion 28–9, 30, 117, 357, 649, 651–2, 652
and inclusion 699, 700
International Classification of Functioning, Disability and Health (ICF) 695, 696–8, 697–8
Jakarta Conference 28, 652
Literacy Working Group 29
Mexico Conference 29, 652
Nairobi Conference 29, 651, 652
Ottawa Charter 28, 117, 254, 357, 618, 649, 651, 652
participation and self-determination 618
and research 30
and salutogenesis 655
school health education 24, 588–9
Shanghai Declaration 30, 178, 189–90, 471, 651, 706
social determinants of health literacy 690
toolkits 30
Wu, A.D. 9

Y
Yamashita, T. 141
Yang, H.H. 581, 635
Yang, S.C. 280
Yano, E. 8, 622
Yee, N. 603
Yeung, P. 438
Yost, K.J. 8
youth
mental health literacy of refugees 261–71
participatory approach to health literacy 247–57
see also children and adolescents
Youth Mental Health First Aid (YMHFA) 267
Youth Warrior Program 253–7
Yu, X. 85, 86, 87, 89, 90, 91, 92

Z
Zarcadoolas, C. 7, 10, 13, 167, 639