

Navigating Health Literacy Responsiveness in Paramedicine

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What is **health literacy**?

'The personal characteristics and social resources needed for individuals and communities to access, understand, appraise and use information and services to make decisions about health.' (Dodson et al. 2015)

What is **health literacy responsiveness**?

'the provision of services, programs and information in ways that promote equitable access and engagement, that meet the diverse health literacy needs and preferences of individuals, families and communities, and that support people to participate in decisions regarding their health and social wellbeing' (Trezona et al. 2017)

Background

We require a health workforce that is both **health literate and responsive**.

There is **limited research on paramedicine health literacy responsiveness**

Paramedics are **uniquely positioned** and are often the **first and sometimes only, point of contact** for many patients entering the healthcare system.

The **paramedicine workforce plays a crucial role** in addressing the health literacy needs of their communities, especially considering widespread chronic health conditions and the influence of social determinants on health.

Aims

To assess the extent of the literature that describes the ways in which **health professionals'** health literacy responsiveness may be best **developed and measured**. Guided by 3 main questions:

1. What are the **measurable elements and attributes** of health literacy responsiveness required of health professionals or health professional students?
2. What **tools exist to measure** health professionals' or health professional students' health literacy responsiveness?
3. What **important measurable elements and attributes** are included in education and training of health professionals or health professional students to ensure they are responsive to health care user's health literacy?

Methods

Scoping review was conducted in accordance with the Joanna Briggs Institute methodology (Peters et al., 2021)

Pilot search of Web of Science and MEDLINE in January 2022, followed by comprehensive literature search in PubMed, CINAHL, Web of Science, and Scopus in May 2022 for articles that described health literacy responsiveness, education or training for health students or professionals.

To ensure rigour, data were extracted by two or more reviewers



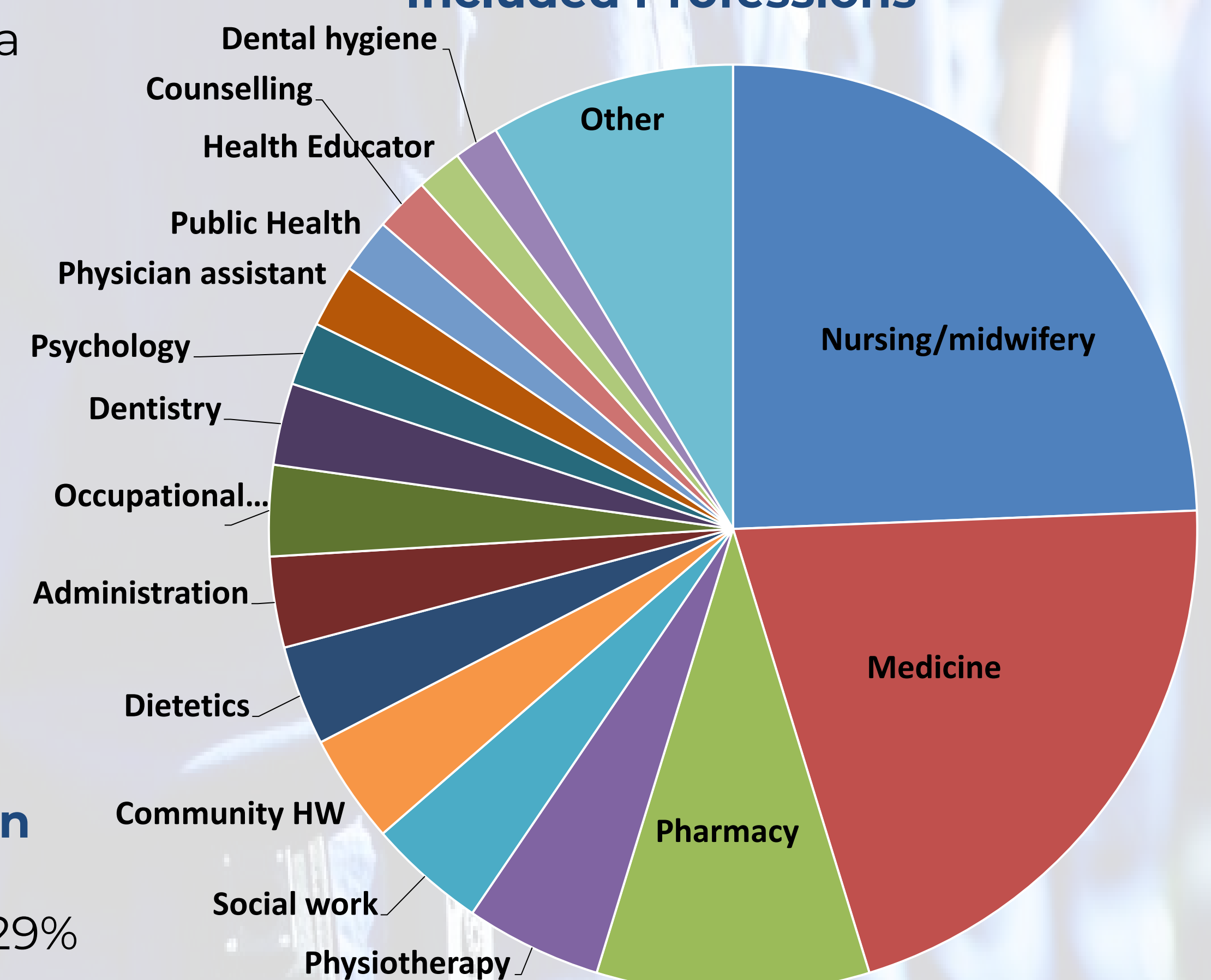
Results

Elements of Health Literacy Responsiveness



- **Paramedicine not mentioned** in data
- **Five thematic elements** describing **thirty attributes** of health literacy responsive health professionals were identified
- **Patient-centred care** and **tailoring** were also identified
- **Forty-four tools** were identified that assessed aspects of health literacy responsiveness.
- **Seventy studies described education and training** in health literacy responsiveness (64% -CPD activities; 29% student specific)

Included Professions



Conclusion

Health literacy responsiveness is vital, it enables paramedics to provide patient centred care, improve patient outcomes, and contribute to a more efficient healthcare system

More research is needed in paramedic health literacy & health literacy responsiveness

There is a **need to develop curricula** for both undergraduate and postgraduate paramedicine education

CPD opportunities are needed to ensure paramedics are health literacy-responsive in their practice

References

Trezona A, Dodson S, Osborne RH. Development of the organisational health literacy responsiveness (Org-HLR) framework in collaboration with health and social services professionals. *BMC Health Services Research*. 2017;17(1):513. doi:10.1186/s12913-017-2465-z

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Scan for more information on our Health Literacy Responsiveness group

