Nurse-communication and e-health literacy

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Health literacy and E-health literacy

Definitions:

• “Health literacy; the ability to access, understand and use information in ways that promote and maintain good health” (Nutbeam, 1998)

• “e-Health literacy includes a dynamic and context-specific set of individual and social factors as well as technology constraints (such as the fit of a system to a user) in the use of digital technologies to search, acquire, comprehend, appraise, communicate, apply and create health information in all contexts of healthcare with the goal of maintaining or improving the quality of life throughout the lifespan” (Griebel et al., 2018)

Health literacy has become an important term when talking about patient empowerment and engagement in own health.
Focus areas of e-health literacy

- Developing measurement tools (1-5)
- Measure so-called digital gaps in population groups (6-9),
- Understanding the correlation of (e)-health literacy and health outcomes (10)
- Measure e-health interventions (11)
The correlation between HL & empowerment

![Diagram showing the correlation between Health Literacy (HL), Psychological Empowerment (PE), and Self Management]

Fig 1: Health literacy, empowerment and patient behavior (Schulz & Nakamoto, 2013)
The significance of e-health literacy

- Personal Interaction
  - Encourages Patient’s self management & decision ownership
  - Fosters communication
  - Empowers Patient’s engagement
Dialogue determinants

Bakhtin thinks of dialogue as a fundamental aspect of all forms of culture (Bostad, Brandist, Evensen, & Faber, 2004). When we interact, we use reasoning, language, utterances, signs and text to negotiate our world.

The contextual recourses represent what each of the participants in the dialogue possess and contribute to the communication, such as background knowledge, cultural context, language and social norms (Linell 2009).
The aim of the Phd. Project is to gain knowledge about information exchange and communication in rheumatological treatment situations, more specifically the standardized clinical pathway for newly diagnosed inflammatory joint disease, where digital tools are a direct or indirect part of the context. The research will focus on the communication that takes place in the nursing consultation to provide relevant information on how the nurses deals with different levels of e-health literacy and maintain patient empowerment through dialogue, while ensuring efficiency and good treatment.
The aim of discourse analysis is to understand the “multi-functional, context-specific nature of language use, both in written texts and in spoken interaction” (Sarangi & Candlin, 2003). By looking into the actual happenings, the “here and now” of authentic situations, we can gain a greater understanding of how we interact and create knowledge in a specific context.
Methods

• The core of the research will be obtained by observation of nurse-patient consultations.
• The primary participants will be the patients who are included in the Standardized clinical pathway for patients with newly diagnosed inflammatory joint disease.
• Approximately 20 patients will be followed for two consultations (as shown in the picture)
• 1: Start of treatment training
• 2: first follow up after 4-6 months
• There will also be conducted an interview of all patients after each consultation.
Discussion

• Primarily, observing the interaction in this specific context might give us knowledge and insight into how the interaction between both participants are impacted by the (e)-health literacy of the patient.

• Ultimately, observing the interaction at several occasions (primary and follow up) might also give us insight on how the patients development of e-health literacy evolves through interactions and experience between the two meeting points.

• Lastly, by focusing on the patient experience and getting their stories (through interviews) we can hopefully understand more of how to handle different situation in the best interest of the patient.
Thank you for your time


10. (DeWalt, Berkman, Sheridan, Lohr, & Pignone, 2004)

• Linell, P. (2009). Rethinking language, mind, and world dialogically: IAP