



SKILLS 4 HEALTH LITERACY

Building health literacy capacity in health and social care

COMPETENCY PROFILE

Health literacy is a skill in demand among health and social care professionals. This competency profile was developed by the Skills 4 Health Literacy Consortium to inspire capacity building. As such, the competency profile was used for curriculum development in higher education on dementia literacy. Nonetheless, the competency profile can be adapted to a wide range of disease areas.



Competency profile including the specific knowledge, skills, attitudes, and values as well as transversal skills and competencies suggested for health and social care professionals in their work to promote and / or improve health literacy when supporting people living with (risk of) dementia.

Aims	Objectives
1. KNOWLEDGE	<p>With regards to knowledge a health and social care professional should be able to</p> <ol style="list-style-type: none"> analyze and define the concept of health literacy and explain how it relates to health and well-being. analyze and define organizational health literacy and how it applies to their workplace, community, sector, and system in which they work. discuss the importance of health literacy and to explain the common factors associated with predictors and outcomes of it. be aware of the relevance of cultural sensitivity in relation to promoting health literacy when supporting people and their families living with (risk of) dementia. define different verbal and nonverbal communication methods and explain about their usage when working with people living with (risk of) dementia. define the known risk factors for cognitive decline and dementia. explain the known relationship between lifestyle factors and brain health. be familiar with different memory tests for different target groups and understand the factors that can affect the test results. They should also be able to name the specialists that conduct these tests for people living with (risk of) dementia. distinguish between various dementia types and cognitive impairments and their specific features, as well as the associated cognitive and social difficulties and challenges. name pharmacological treatments for various dementia types as well as non-pharmacological interventions. link health literacy to the principles of human and patient rights and sustainable development. be familiar with the legislation governing memory services and name the services and benefits available. name and refer to local services available for people living with (risk of) dementia, including third sector /voluntary services.
2. SKILLS	<p>With regards to skills a health and social care professional should be able to</p> <ol style="list-style-type: none"> search for information and evaluate its reliability and guide people living with (risk of) dementia and their family members and informal caregivers to reliable information. give the people living with (risk of) dementia and their family members and informal caregivers personal guidance and advice on the services available, the conditions for receiving them, and support in applying for and using the services and benefits, in a way that is understandable for them. operate in manner that takes into account the sensory abilities when interacting, giving guidance and care for people living with (risk of) dementia and their close ones. utilize the service chain of the people living with (risk of) dementia. design a care plan for people living with (risk of) dementia and implement and monitor its implementation. provide individually targeted lifestyle guidance taking into account the needs, wishes and life situation of people living with (risk of) dementia. produce opportunities for people living with (risk of) dementia to stay as socially engaged and active as possible, with an emphasis on their abilities, wishes and preferences. support the family members and informal caregivers of people living with (risk of) dementia.
3. ATTITUDES AND VALUES	<p>With regards to attitudes and values a health and social care professional should be able to</p> <ol style="list-style-type: none"> use appropriate strategies designed to increase public awareness about dementia and cognitive decline, to decrease stigma, and promote early diagnosis. meet people living with (risk of) dementia and their families in a person-centred manner at different stages of the illness, taking into account the dignity, autonomy and personal needs. In particular, the health and social care professional must be sensitive to and able to reflect on the ethical issues that may arise when he / she engages in conversation about and evaluation of the level of health literacy of people with dementia and their family caregivers / close ones. discuss health literacy in relation to patient autonomy, beneficence, and justice. demonstrate willingness to update and expand his or her knowledge and skills related to dementia care, prevention, and research continuously, as well as to critically evaluate new information and sources of information. act with cultural sensitivity which embrace the diverse backgrounds of the people they serve.
4. TRANSVERSAL SKILLS AND COMPETENCIES	<p>With regards to transversal skills and competencies a health and social care professional should be able to</p> <ol style="list-style-type: none"> apply different methods of communication, interaction and guidance when working with people living with (risk of) dementia, in a manner that is understandable and building trust. communicate verbally and nonverbally with people living with (risk of) dementia and those close to them effectively and empathically also about sensitive topics. translate medical terms and explain health information in a manner that is understandable and meaningful for people living with (risk of) dementia, their family members and informal caregivers identify barriers that interfere with the process of successfully using information and navigating in the health and social care system and find strategies to overcome these health literacy barriers. guide people living with (risk of) dementia and those close to them to find and critically analyze the health information they need. plan, use and support multi professional collaboration with people living with (risk of) dementia. plan and support collaboration with third sector /voluntary organizations.

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AN ERASMUS+ PROJECT

Funded through the Erasmus+ EU Programme for education, training, youth and sport, Call 2021, Action Type KA220-HED - Cooperation partnerships in higher education, the SKILLS 4 Health Literacy project (SKILLS4HL) aimed to meet the needs of Higher Education Institutions to reduce skills gaps of health and social professionals to promote health literacy capacity-building.

The Skills4HL consortium

- Karolinska Institutet (coordinator), Sweden
- Seinäjoen Ammattikorkeakoulu Oy, Finland
- Professionshøjskolen University College Nordjylland, Denmark
- Universitetet i Tromsø - Norges Arktiske Universitet, Norway
- Global Health Literacy Academy, Denmark

Objectives

- to improve the understanding of the needed specific knowledge, skills and abilities that the health and social care sectors demand from their professionals to promote and/or improve health literacy in dementia care.
- to strengthen the strategic and structured cooperation of higher education institutions partners in health literacy education to develop a learning-outcomes-oriented curriculum and educational contents.
- to increase the use of innovative and accessible digital technologies, to generate open education resources for skills development about health literacy of health and social professionals and build digital pedagogy capacities of lecturers.

Contact and questions

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