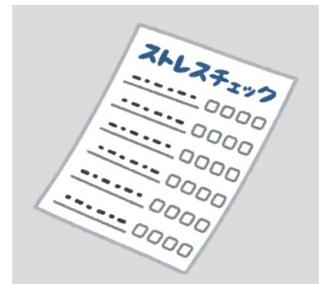


Nordic Master Class on Health Literacy for PhD students

The Master Class is in English and targets PhD student who are interested in Health Literacy research and Health Literacy assessments including validation and cultural adaptation of instruments. It consist of 5 online half-day sessions consisting of lectures and seminars, and self-studies. A certificate of participation equivalent to 1.5 ECTS credits will be provided to those who participate in all online sessions and complete an approved a small written reflection consisting of approximately 1,000 words.

Organized by Karolinska Institutet, Sweden in collaboration with University of Inland Norway and University of Oslo in Norway, and Aalborg University in Denmark.

| Time (CET time) | Theme |
|--------------------|---|
| 10 Oct 8.30–12.00 | Definitions of Health Literacy and its relation to other health concepts. |
| 17 Oct 13.00–16.30 | Health Literacy Frameworks and Models. |
| 24 Oct 8.30–12.00 | Health Literacy Assessments on Individual and Organizational level. |
| 7 Nov 8.30–12.00 | Translation, Cultural Adaptation and Validation of Health Literacy Assessments. |
| 14 Nov 13.00–16.30 | Health Literacy in Quantitative and Qualitative Research. |



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REGISTER THROUGH THE QR CODE:

OR VIA THE LINK:

<https://survey.ki.se/survey/43680>



Nordic Master Class on Health Literacy for PhD students

Purpose: The purpose of the Master Class on Health Literacy is to deepen participants' knowledge and critical understanding of health literacy from a research perspective. It aims to support PhD students in exploring the conceptual, theoretical, and methodological foundations of health literacy and its relevance across diverse research contexts. Through engagement with current literature, peer dialogue, and applied assignments, participants will develop the analytical and communicative skills needed to integrate health literacy into their own research in a critical and reflective way.

Learning Objectives: By the end of the Master Class, participants will be able to:

- 1) Select and justify an appropriate definition, theoretical framework, and measuring instrument for health literacy in a specific research context, including considerations for translation, cultural adaptation, and validation.
- 2) Critically assess how different conceptualizations of health literacy relate to other health concepts, such as literacy, health knowledge, and person-centered care.
- 3) Evaluate and critique the methodological quality of health literacy research, including both quantitative and qualitative approaches, and identify implications for future research.
- 4) Communicate research-related insights on health literacy clearly and effectively to peers and interdisciplinary audiences.

Content: The Master Class provides a comprehensive introduction to the concept of health literacy from a research perspective, with an emphasis on theory, measurement, and methodology. Participants will engage critically with various definitions of health literacy and explore how these shape study design and interpretation. The Master Class further covers key theoretical frameworks and models used in health literacy research, highlighting their applications and limitations.

A particular focus is placed on how health literacy intersects with other health-related concepts, such as literacy, health knowledge, and person-centered care, and the importance of conceptual clarity when designing research studies. Participants will gain insight into the selection and use of health literacy assessment tools, including both individual and organizational instruments.

In addition, this master class addresses the translation, cultural adaptation, and validation of health literacy assessments, providing methodological guidance for adapting instruments to new populations and contexts. Finally, participants will analyze how health literacy is studied using quantitative and qualitative research methods, identifying common methodological challenges and strategies for robust study design.



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Nordic Master Class on Health Literacy for PhD students

Speakers

Josefin Wångdahl, Associate Professor in Public Health and Assistant Professor at Aging Research Center, Karolinska institutet and Stockholm University, and at the Division of Nursing, NVS, Karolinska institutet, Sweden. Swedish research representant in the European WHO supported Health Literacy Network (M-POHL) and manager for the Swedish Health Literacy Network and the Swedish webpage on health literacy: www.halsolitteracitet.se.



Janne Agerholm, PhD, assistant senior lecturer and team leader of the research team Health literacy and Integrated care at the Aging Research Center, Karolinska Institutet. Her research focuses on how health and social care systems can meet the needs of an ageing population, with emphasis on equity, health literacy, and integrated care.



Hanne Sørberg Finbråten, RN, PhD, and Associate professor at University of Inland Norway. She is active in national and international networks for research in health literacy. Her research in health literacy has primarily focused on evaluating the psychometric properties of instruments for measuring health literacy, mapping individual health literacy and organizational health literacy. She is PI for the Norwegian M-POHL project on OHL assessments.



Øystein Guttersrud, PhD, and Associate professor at University of Oslo. He is active in networks for research on health literacy. His research concerns primarily development and psychometric properties of measurement scales. He is PI for the Norwegian part of the M-POHL project "health literacy survey 2024–2026" (HLS24).



Henrik Bøggild, MD, PhD, Associate Professor in Public Health and Epidemiology at Aalborg University and consultant at Aalborg University Hospital. He is the Danish research representative in M-POHL and a member of the Committee of Research Standards in IHLA.



Leena Paakkari, Associate Professor of Health and Physical Activity Promotion at the University of Jyväskylä, Finland. Her research focuses on children's and adolescents' health literacy, mental health, and critical reading, and their significance for equity, wellbeing, and education. She has contributed to international projects, developed measurement tools, and published widely on these topics. Her expertise has informed policy through collaborations with, for example, the WHO and the Council of Europe. She also promotes innovative learning solutions to strengthen young people's competencies for health and wellbeing.

