

INDEX

- Accessibility, 91
- Ad hoc assessment by
 - medical
 - professionals, 21–22
- Advocacy, 76
 - need for, 71
- Agency for Healthcare
 - Research and Quality Health Literacy Universal Precautions Toolkit, 49–50, 83–84
- Burden of self-care, 27
- Caregivers, 33–34
- Case managers, 65
- Children, 33–34
- Chronic care models, 8
- ‘Chunk and check’ method, 80–81
- Clinical pathways, 61–62
 - development, 63
 - drafting, 63–64
 - institutionalized in, 62–63
- Clinical stakeholders, 63–64
- Clinicians, 62
- Cognitive theory, 82
- Communication channels, 32
- Communicative health literacy (*see* Interactive health literacy)
- Community pharmacies, 48–49
- Corporate social responsibility, 71
- Counselling, 76
- COVID-19 pandemic, 29
- Critical health literacy, 16
- Cultural settings, 33–34
- Data, 72
- Deep-dive, 73, 75–76
- Diabetes, 33–34
- Diagnostic errors, 44
- Diagnostic testing, 28
- Digital app
 - implementation, 55–56
- Digital health
 - literacy, 17
 - platforms, 52
 - tools, 55

- usability, 57
- Digital services, 51
- Digital solutions, 51
- Digital sources, 34–35
- Disadvantaged groups, 46
- Disruptive innovation, 5
- Education, 75–76
- Educational entertainment (edutainment), 74
- eHealth Literacy Scale (eHEALS), 21
- Electronic health literacy (eHealth literacy), 17, 34, 74
 - literacy, 58–59
 - steps to promote, 84–85
 - tools, 54
- Electronic health platforms, 55–56
- Emergency room
 - overcrowding, 64–65
- Empowerment, 8
- Equity, 91
- Ethno-cultural groups, 32–33
- European Health Literacy Consortium, 13–14
- European Health Literacy Survey, 72–73
- European Health Literacy Survey Questionnaire (HLS-EU), 20–21
- European organisations, 72–73
- Evidence-based education programme, 53
- Evidence-based medicine (EBM), 34–35, 50
- Financial struggles, 5
- Flash Eurobarometer 404, 22–23
- Functional health literacy, 11–12, 16
- General practitioners (GPs), 64–65
- Health, 70–71, 75–76
 - education, 11–12
 - information, 25
 - monitoring, 28
 - outcomes, 92
 - prevention, 64
 - professionals, 32–33, 62
 - promotion activities, 33–34
 - systems, 48–49
 - technology, 91
- Health care, 3–4
 - agencies, 65–66
 - journalists, 36
 - organisations, 4–5, 35, 66–67
 - professionals, 12, 37
 - quality, 37
 - systems, 5, 61–62
- Health Fairs, 36–37, 49
- Health Information and Services, 32–37
- Health literacy, 1, 5–6, 8, 19, 61, 91
 - analysis, 24

- assessment in Europe, 22–23
- brief history and background of concept, 11–12
- COVID-19 pandemic, 29
- E-health literacy, 58–59
- equity and accessibility, 25–27
- general initiatives, 45–50
- impact on sustainability and association with economic factors, 28–29
- investment in, 6
- as public good, 70–71
- rate, 63
- research, 1–2
- in search of definition, 12–18
- skills, 15
- systematic review, 24
- systematically assessed and measured, 19–22
- technologies, 51–58
- Health managers (*see also* Policymakers), 77–85
- barriers and facilitators, 78–80
- implications and lessons, 85, 87, 89–90
- numerical information, 82
- patient self-management and empowerment, 82–83
- steps to promote eHealth and electronic health literacy, 84–85
- supportive systems and caring environments, 83–84
- verbal communication, 80–81
- visual aids, 82
- written communication, 81–82
- Health Professional Capacity Building, 49–50
- Health-user pressure, 6
- High health literacy, 27
- Hospitalisation, 28
- Immigration, 3
- Individual health literacy, 15–17
- Information access, 37
- Information literacy, 37
- Information sources, 34
- Innovation, 39–42
 - apply, 42
 - appraise, 41–42
 - find, 40–41
 - understand, 41
- Interactive health literacy, 16
- Interactive/communicative health literacy, 11–12
- Internet, 58

- Interpersonal
 - communication, 74
- Lay Health Educator Programme, 50
- Leadership, need for, 71
- Low health literacy, 1–2, 28, 93–94
- Mass media, 35–36, 52, 73–74
- Massive open online courses (MOOCs), 51–52
- Medical advances, 12
- Medical professionals, ad hoc assessment by, 21–22
- Medications, 83
 - adherence, 28
- Mental health literacy, 16, 27
- mHealth, 34, 53
 - strategies, 56
- MOYO app, 56
- Multi-dimensional information, 62–63
- Multimedia approaches, 74
- National Health Service (NHS), 79–80
- New normal, 2–4, 8, 91, 94
 - of health care, 31–32
 - information, 37–38
 - innovation, 39–42
 - pros and cons of technology, 43–44
 - scenario, 31–38
- Non-clinical stakeholders, 63–64
- Non-communicable diseases (NCDs), 33–34, 52
- Nudging techniques, 76
- Numerical information, 82
- One Digital Health, 56–57
- Online health communities (OHCs), 52
- OpenNotes, 53
- Organisational health literacy, 17–18, 35
- Over-utilisation of health services, 28
- Patient accountability, 37
- Patient portals, 54–55
- Patient privacy, 37
- Patient self-management and empowerment, 82–83
- Patient support groups (PSGs), 48
- Patient-centred discharge planning, 21–22
- Patient-centred labelling, 38
- Patient-centred system of care, 16–17
- Patient-centricity, 12
- Patient-driven service innovations, 52
- Patient-reported experience measures (PREMs), 4
- Patient-reported outcome measures (PROMs), 4

- Physician engagement, 37
- Plastic surgeons, 37–38
- Policymakers (*see also* Health managers), 69–76
 - collaborating to speed up progress, 72–73
 - deep-dive, 73, 75–76
 - health and health literacy as public good, 70–71
 - implications and lessons, 85, 87, 89–90
 - need for advocacy and leadership, 71
 - need for data, 72
- Population health, 1–2
 - management, 6, 43–44
- Pre-conception
 - interventions, 33–34
- Preventive services, lack of, 28
- Public agencies, 2–3, 74, 76
- Public health perspective, 17
- Purpose in life, 28
- Quadruple Aim, 6–8
- Quality of life, 13–14
- Rapid Estimate of Health Literacy in Medicine (REALM), 20
- Sexual and reproductive health behaviour, 57
- Single Item Literacy Screener (SILS), 19–20
- Social isolation of newcomers, 33
- Social media, 2, 73–75
- Society and culture, 49
- Stakeholders, 71
- Supportive systems and caring environments, 83–84
- Teaching and education, 47–48
- Technological innovation, 57
- Technology/technologies, 66
 - educated and empowered people, 51–58
 - pros and cons of, 43–44
- Test of Functional Health Literacy in Adults (TOFHLA), 20
- Triple Aim, 6–7
- Type 2 diabetes, 28–29
- Under-utilisation of health services, 28
- United Kingdom (UK), 79–80
- Universal precautions, 80–81
- University of Wisconsin Carbone Cancer Center, 53
- US health care system, 55
- Verbal communication, 80–81
- Visual aids, 82

- Volatile, uncertain,
complex ambiguous
environment (VUCA
environment), 4–5
- Vulnerable groups, 46
- Wikipedia, 34–35, 50
- World Health Organization
(WHO), 1, 13–14,
61, 69–70
- Written communication,
81–82
- Young people, 3