

NOTHING
ABOUT US
WITHOUT US

16

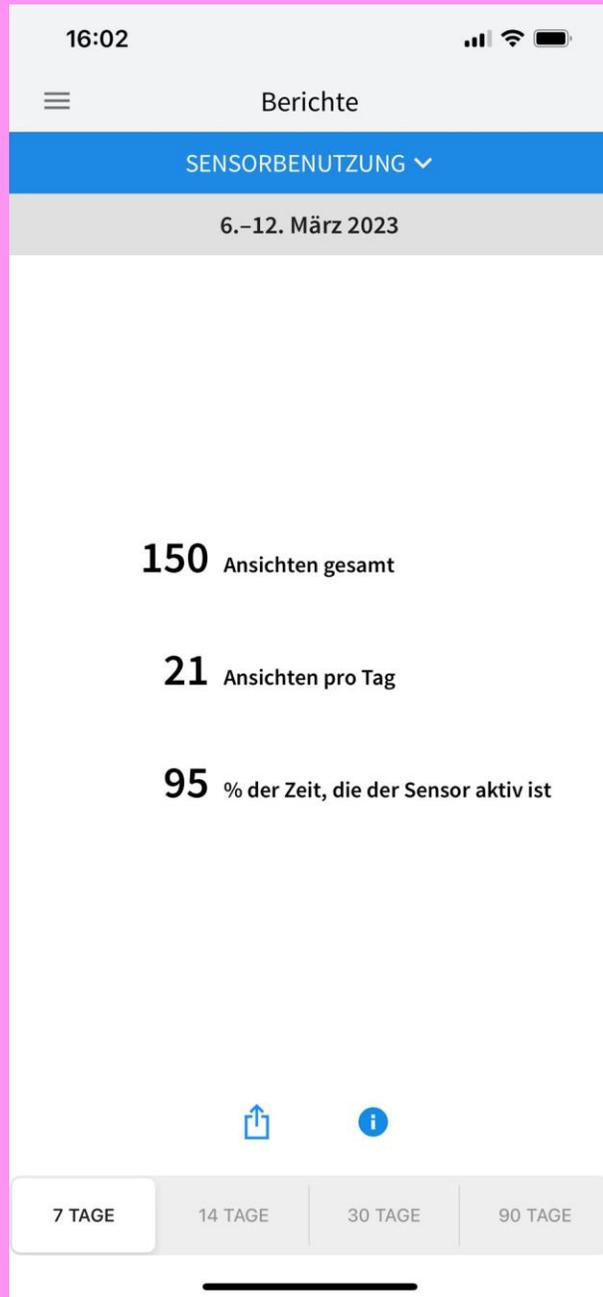
and full of dreams



Diabetes

Typ 1





150 Ansichten gesamt

21 Ansichten pro Tag

95 % der Zeit, die der Sensor aktiv ist

16:00



Alarme

Alarm „Niedriger Glukosewert“

Unter 70 mg/dL

Ein >

Alarm „Hoher Glukosewert“

Über 250 mg/dL

Ein >

Alarm „Signalverlust“

Ein >

[? MEHR ERFAHREN](#)

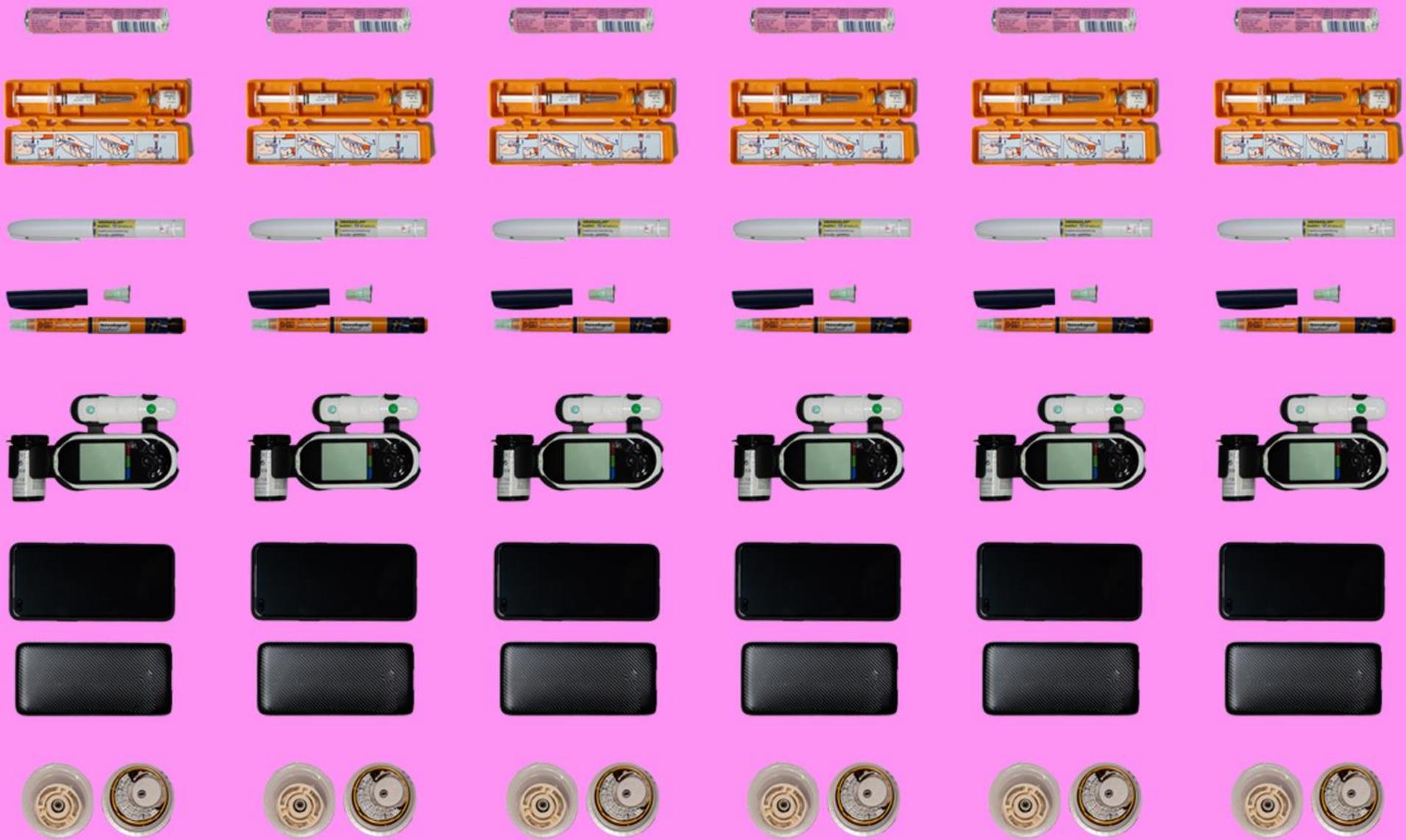
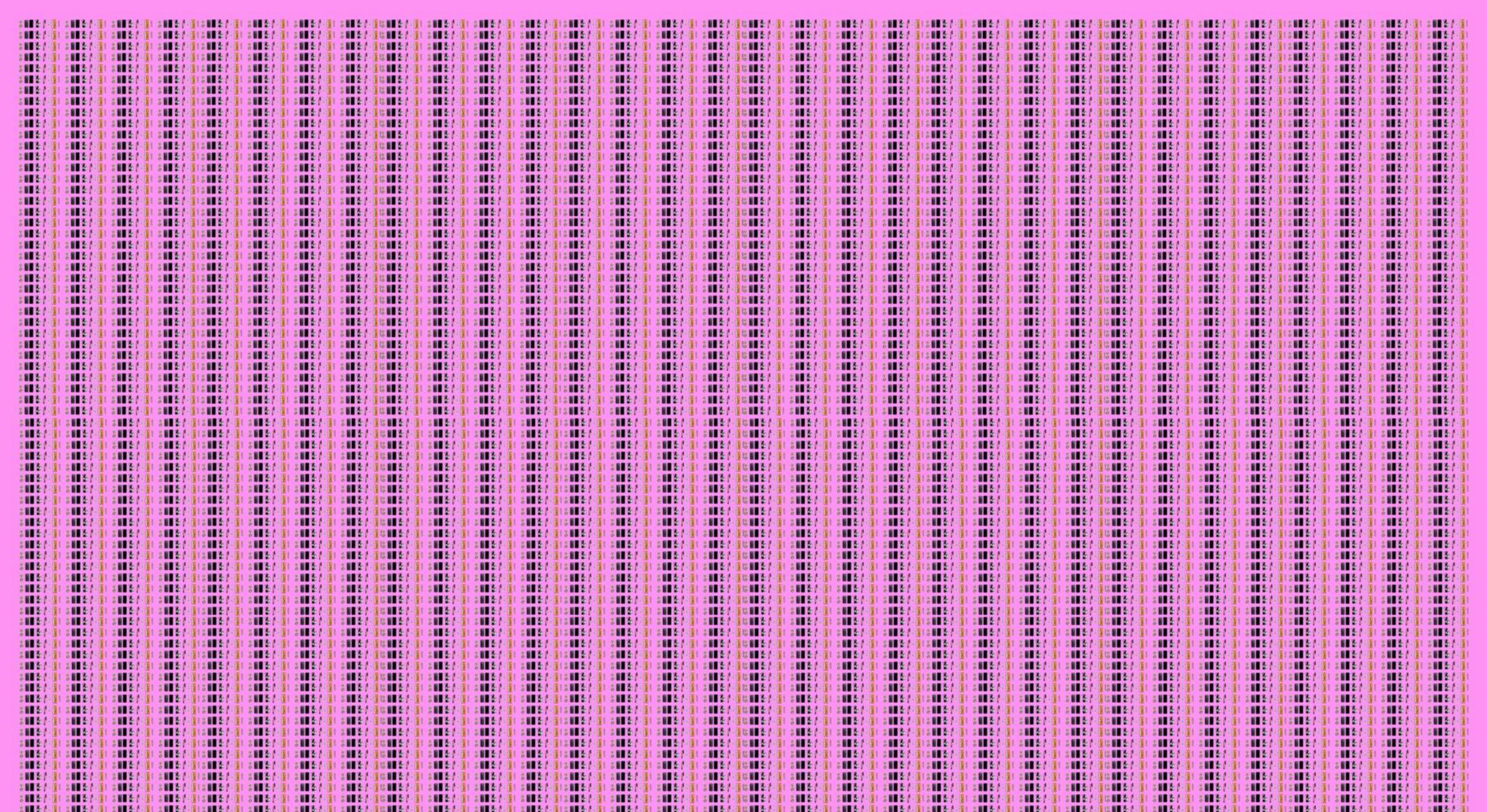
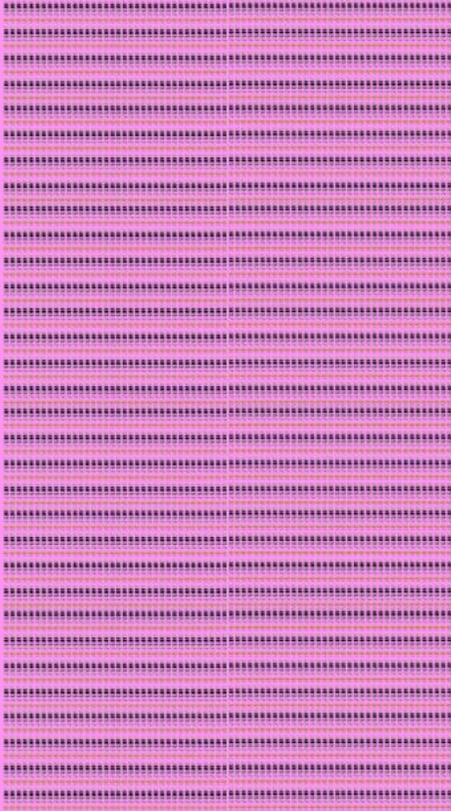
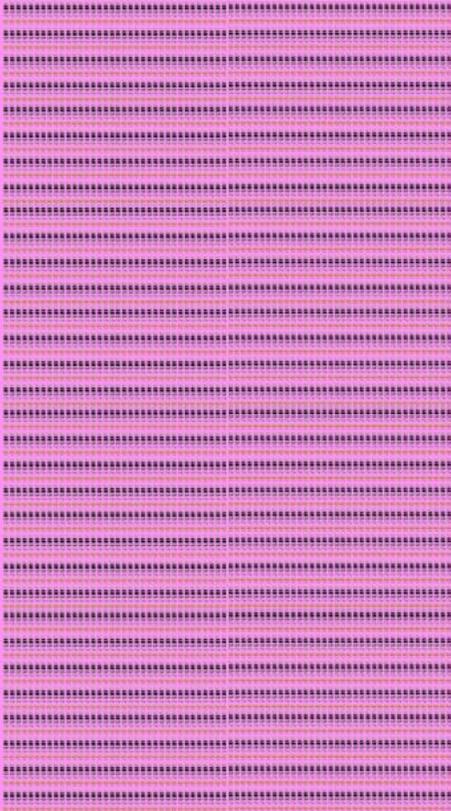
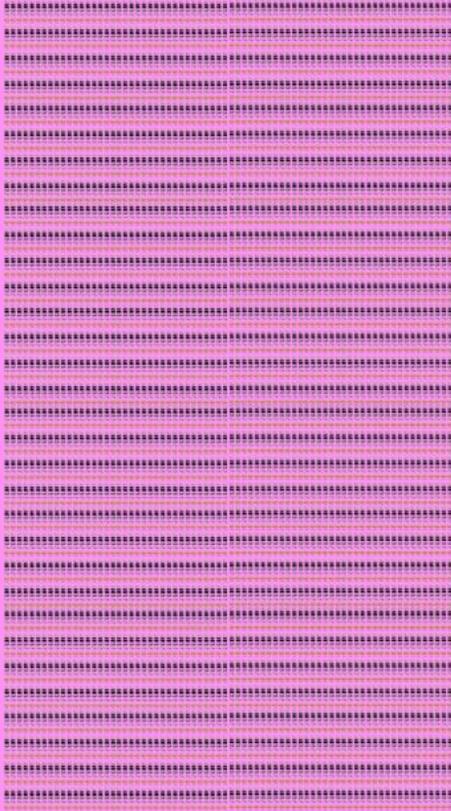
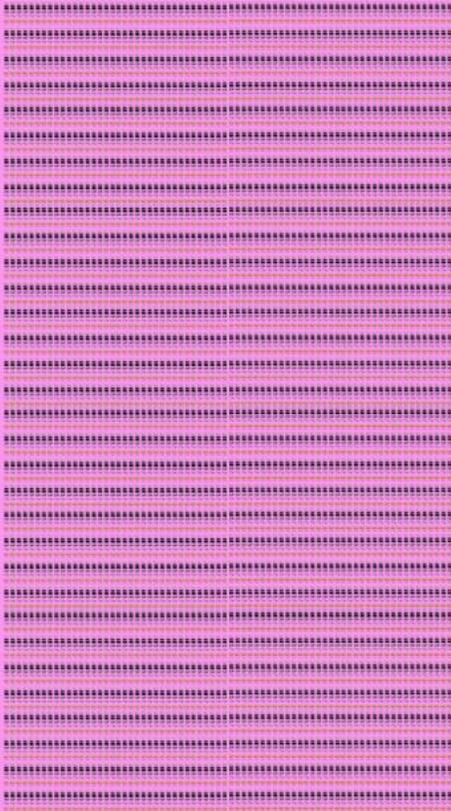
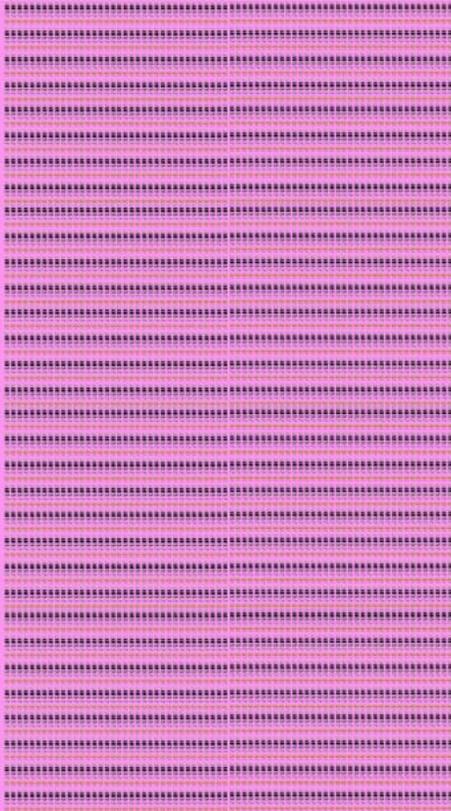
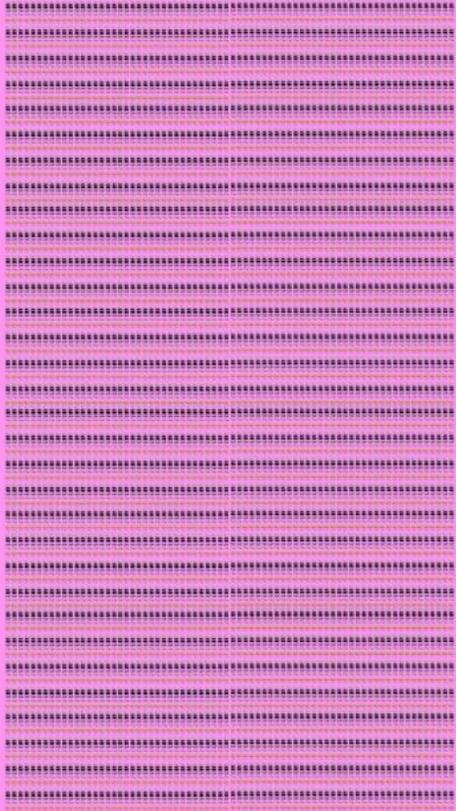
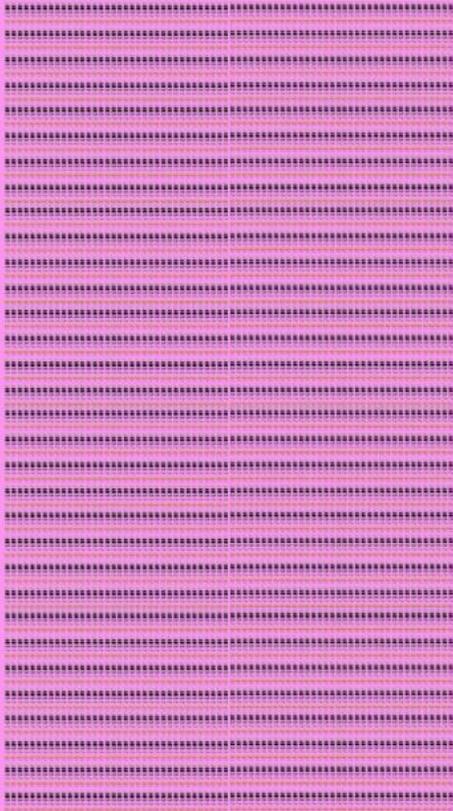
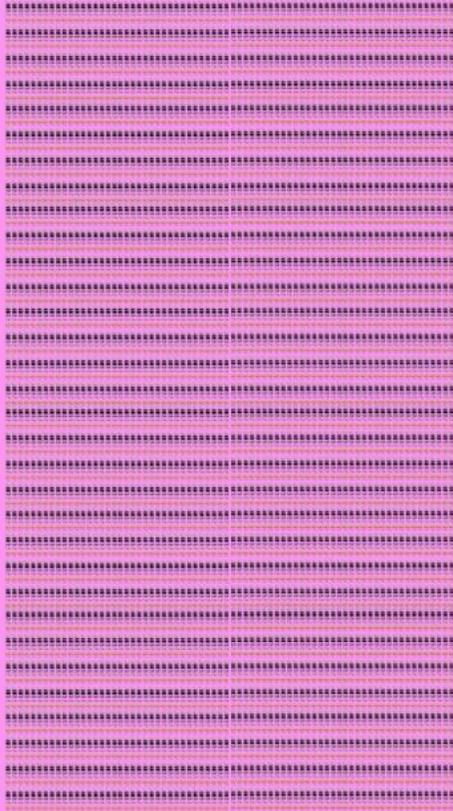
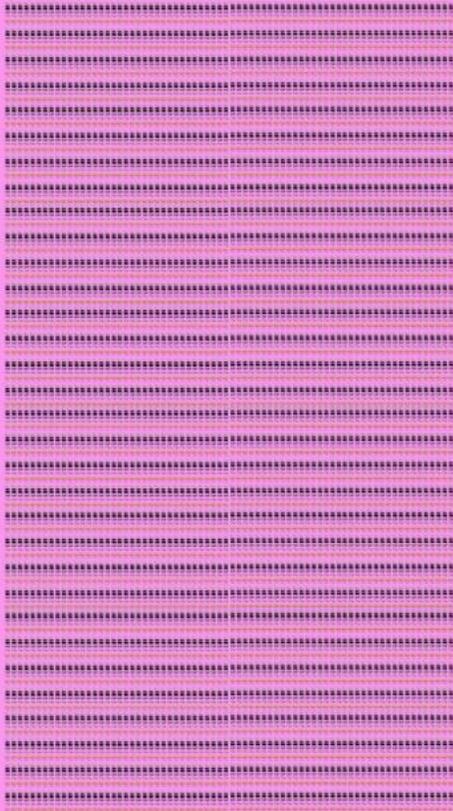
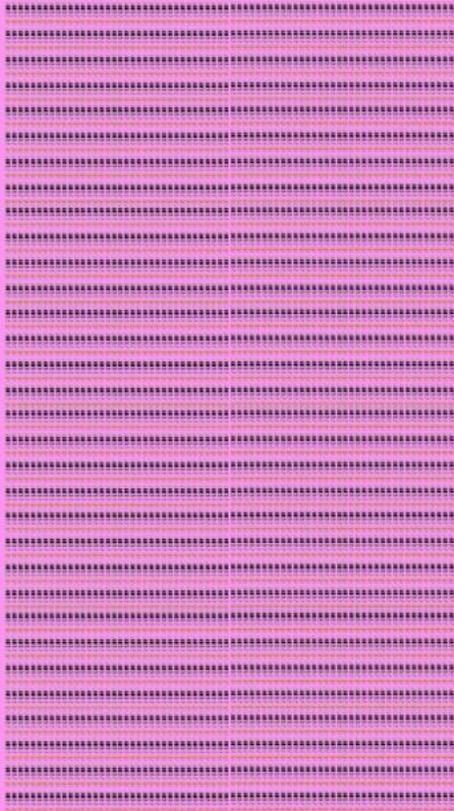


Foto von Nour Al Safadi









Health literacy

Gesundheitskompetenz

Health literacy

Gesundheitskompetenz

Bröder et al. (2017)

RESEARCH ARTICLE

Open Access



Health literacy in childhood and youth: a systematic review of definitions and models

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Abstract

Background: Children and young people constitute a core target group for health literacy research and practice: during childhood and youth, fundamental cognitive, physical and emotional development processes take place and health-related behaviours and skills develop. However, there is limited knowledge and academic consensus regarding the abilities and knowledge a child or young person should possess for making sound health decisions. The research presented in this review addresses this gap by providing an overview and synthesis of current understandings of health literacy in childhood and youth. Furthermore, the authors aim to understand to what extent available models capture the unique needs and characteristics of children and young people.

Method: Six databases were systematically searched with relevant search terms in English and German. Of the $n = 1492$ publications identified, $N = 1021$ entered the abstract screening and $N = 340$ full-texts were screened for eligibility. A total of 30 articles, which defined or conceptualized generic health literacy for a target population of 18 years or younger, were selected for a four-step inductive content analysis.

Results: The systematic review of the literature identified 12 definitions and 21 models that have been specifically developed for children and young people. In the literature, health literacy in children and young people is described as comprising variable sets of key dimensions, each appearing as a cluster of related abilities, skills, commitments, and knowledge that enable a person to approach health information competently and effectively and to derive at health-promoting decisions and actions.

Discussion: Identified definitions and models are very heterogeneous, depicting health literacy as multidimensional, complex construct. Moreover, health literacy is conceptualized as an action competence, with a strong focus on personal attributes, while also recognising its interrelatedness with social and contextual determinants. Life phase specificities are mainly considered from a cognitive and developmental perspective, leaving children's and young people's specific needs, vulnerabilities, and social structures poorly incorporated within most models. While a critical number of definitions and models were identified for youth or secondary school students, similar findings are lacking for children under the age of ten or within a primary school context.

Keywords: Health Literacy, Health Competencies, Children, Young People, Adolescents, Pupils, Definitions, Conceptual Models, Dimensions, Literature Review

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Kognitiv

Verhalten und
Operativ Attribute

Affektiv und
Konativ

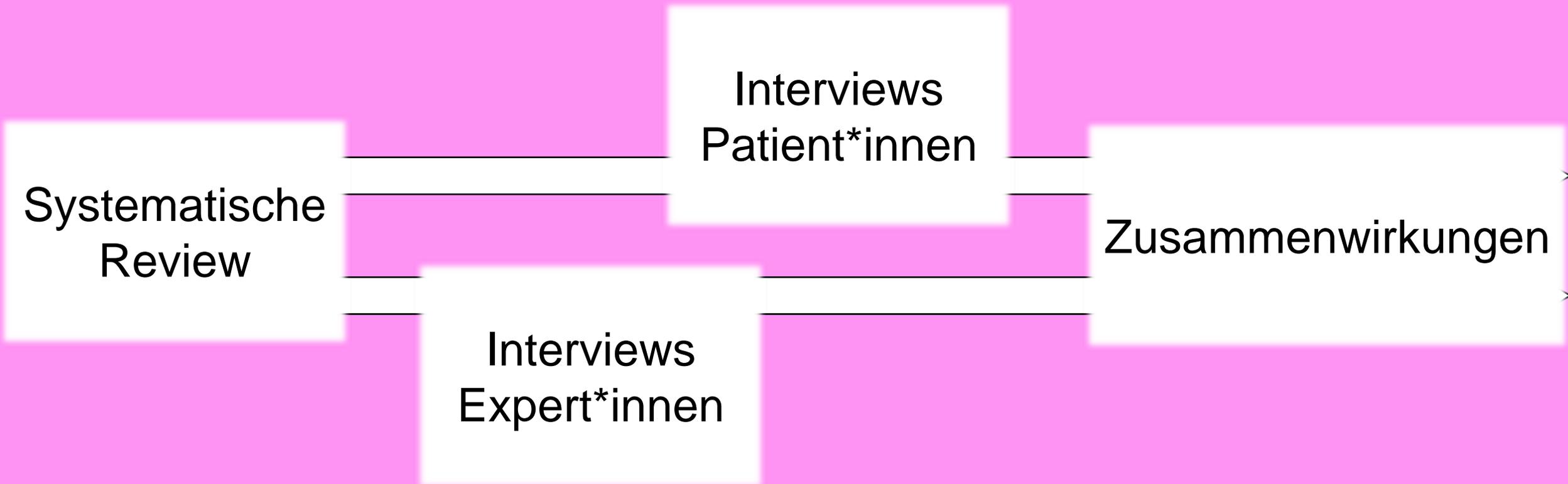
Digitale Instrumente

Proximal

Distal



Foto von Nour Al Safadi



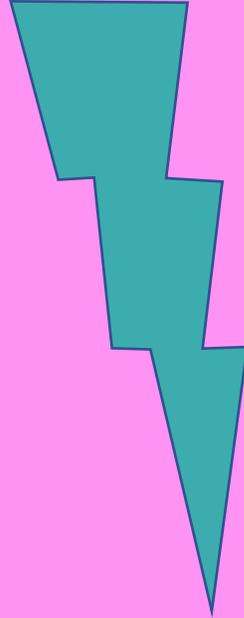
Systematische
Review

Interviews
Patient*innen

Interviews
Expert*innen

Zusammenwirkungen

Expert*innen

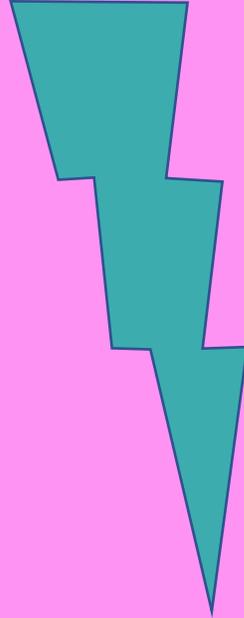


Betroffenen

„Zum Glück gibt es nach den einschränkenden Corona-Regeln wieder Präsenzschulungen!“

„Ich habe viel zu tun, Schule und so. Es ist zu weit weg und ich verliere zu viel Zeit, um dahin zu fahren“

Expert*innen



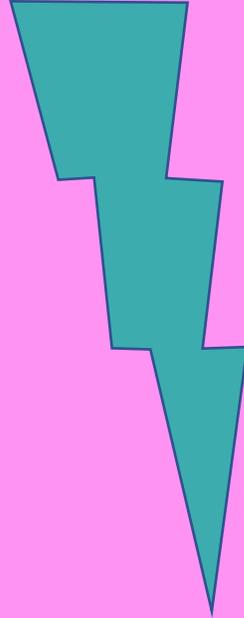
Betroffenen

**„Email und Anrufe auf
AB funktionieren gut.
WhatsApp ist gesetzlich
nicht konform.“**

**„Ich benutze kein Email
und rufe nicht an.
WhatsApp wäre gut.“**

Expert*innen

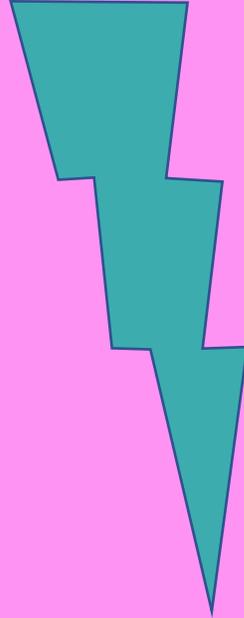
**„Die haben keine Lust
und sind unmotiviert.“**



Betroffenen

**„Ich muss jeden Tag
meine Werte in mein
Tagebuch schreiben.“**

Expert*innen

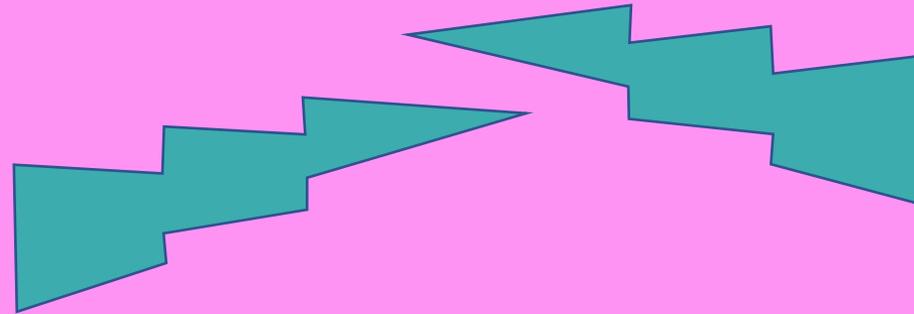


Betroffenen

„Die Patienten wollen sich nicht in ihrer Freizeit mit ihrer Krankheit beschäftigen.“

„Wir haben eine WhatsApp Gruppe mit Freundinnen, die auch Diabetes Typ 1 haben. Wir geben uns Tipps, was man am besten sagt in der Schule oder so. Wir können uns besser verstehen.“

Expert*innen



Betroffenen

Expert*innen

Betroffenen

Digitalisierung

Patientenorientierung

Organisation

NOTHING
ABOUT US
WITHOUT US