

Title:

Development of a Hypertension Health Literacy Assessment Tool for Primary Healthcare in South Africa

Nokuthula Mafutha, MSN

Faculty of Health Sciences: School of Therapeutic Sciences, WITS University, Johannesburg, South Africa

Session Title:

Global Cardiovascular Health

Slot:

H 20: Monday, 30 October 2017: 2:45 PM-3:30 PM

Scheduled Time:

3:05 PM

Keywords:

assessment tool, health literacy and hypertension

References:

Tibazarwa KB, Damasceno AA. Hypertension in developing countries. *Can J Cardiol.* 2014;30(5):527–33.

Doh. Strategic Plan for the Prevention and Control of Non-Communicable Diseases 2013 [Internet]. Department of Health. 2013. 1-80 p. Available from: [http://www.hsrc.ac.za/uploads/pageContent/3893/NCDs STRAT PLAN CONTENT 8 april proof.pdf](http://www.hsrc.ac.za/uploads/pageContent/3893/NCDs%20STRAT%20PLAN%20CONTENT%208%20april%20proof.pdf)

World Health Organisation. Health Situation Analysis in the African Region. Atlas Heal Stat [Internet]. 2011; Available from: <http://apps.who.int/medicinedocs/documents/s18863en/s18863en.pdf>

Abstract Summary:

Based on the principles of the REALM-R, a tool to assess hypertension health literacy in PHC was developed to identify patients who are at risk of poor hypertension health literacy so that hypertension health education given to patients can be provided accordingly and specifically to the needs of the patient.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will have knowlegde on the development of an assessment tool	The methods and designs used to develop the hypertension health literacy tool will be described in detail during the presentation
The learner will be able to assess and identify clients that are at risk for poor hypertension health literacy.	the presenter will demonstrate how the hypertension health literacy assessment tool is administered and learners will be given a chance to role play

Abstract Text:

Introduction: Hypertension is a universal risk factor for cardiovascular morbidity and mortality in both the ageing and obese population. It is crucial for patients to be literate in hypertension health issues so that they are able to participate actively in the management of their disease.

Purpose: Based on the principles of the REALM-R, develop a Hypertension Health Literacy Assessment Tool that would be used to establish the health literacy level of patients who attend primary health care clinics in Tshwane, Gauteng, South Africa.

Methods: The location was four (4) Primary Health Care clinics in Tshwane Gauteng, South Africa. The research study followed an exploratory, descriptive, cross-sectional, quantitative and contextual design. The research populations consisted of health promoters; experts in health education, and hypertension; hypertensive patients and printed health education materials, such as pamphlets, in primary health care clinics in Tshwane, Gauteng, South Africa. Non-probability convenience and purposive sampling was used to select the participants.

Results: The LAB and the Hypertension Health Literacy Assessment Tool indicated a strong positive correlation r values of $r=0.5315^*$. Only $n=37$ (19%) of the hypertensive patients were assessed to be at risk for poor hypertension health literacy levels when using the newly developed Hypertension Health Literacy Assessment Tool.

Conclusion: The Hypertension Health Literacy Assessment Tool is a reliable and valid tool that can be used in a busy PHC as it takes less than two minutes to administer. This tool has an ability to inform the health care worker on the depth of hypertension health education to give the patient; this would empower the patient and save time in the already overcrowded PHC facilities which are the first stop point for the public. It is envisaged that the newly developed Hypertension Health Literacy Assessment Tool will guide health professionals to identify patients who are at risk for poor hypertension health literacy to enable to plan and provide specific health education to improve their hypertension health literacy.