

Development and Design of the Musicians' Health Literacy Questionnaire (MHL-Q19)

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University of Melbourne



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Health Literacy and Public Health

- Health Literacy: *The cognitive and social skills which determine the motivation and ability of individuals to gain access to, understand and use information in ways which promote and maintain good health* (Nutbeam, 1998, p. 357)
- Poor health choices and outcomes derive from poor health literacy (Berkman et al., 2011)
- Tools needed to measure associations between health literacy and health characteristics of specific populations

Health Literacy and Musicians

Hypothesis:

- **Poor health literacy in musicians** impedes improvement of their health outcomes
- **Assessment of health literacy** will provide information about health knowledge, attitudes and behaviours that can inform and improve the effectiveness of health promotion strategies for musicians.

The Project & Its Aims

- Form an international, interdisciplinary research network to investigate and address musicians' health literacy and challenges in health education
- Develop & validate a health literacy assessment tool for musicians



<https://wun.ac.uk/wun/research/view/health-education-literacy-and-mobility-for-musicians-a-global-approach>

Methods: Eight-stage process

Stages of development for the Musicians' Health Literacy Questionnaire

1	Creation of the Musicians' Health Literacy Consortium (MHLC) & F2F meetings (2018)
2	Identification of priority research for musicians' health education
3	Health literacy assessment tools literature review
4	MHLC consensus on the need for a customised musicians' health literacy assessment tool
5	Preliminary design considerations
6	External consultation
7	Item generation for a Musicians' Health Literacy questionnaire
8	External review of the draft MHL-Q19 by stakeholder group

Stages 1-2: The Musicians' Health Literacy Consortium

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Stage 3: Review of 51 existing health literacy tools and 11 dimensions of health literacy (Haun et al., 2014):

Health Literacy Dimension	Definition
Literacy	perform basic reading tasks
Interaction	ability to communicate on health matters
Comprehension	ability to derive meaning from information sources
Numeracy	ability to perform basic numerical tasks and arithmetic operations
Information seeking	ability to find health info in order to manage own health
Application	ability to use, process, or act on health related info and apply to new circumstances
Decision making/critical thinking	ability to make sound health decisions and informed choices
Evaluation	ability to filter, interpret, and evaluate information
Responsibility	ability to take responsibility for one's health and health related decision making
Confidence/self-efficacy	take action to improve personal or community health
Navigation	ability to navigate in society and in health systems to manage health needs

Model Appropriateness Criteria

Essential

Psychometric properties important for musicians

Critical thinking

Evaluation

Responsibility

Self-efficacy

Comprehensiveness and adaptability to musician populations

Capacity for online administration

Adaptability to diverse cultural contexts

Desirable

Number of questions and length of time needed to complete (shorter=better)

Other

Validation process and populations (general vs. context-specific)

Strengths and weaknesses (e.g. self-report bias, length of time to complete, etc.)

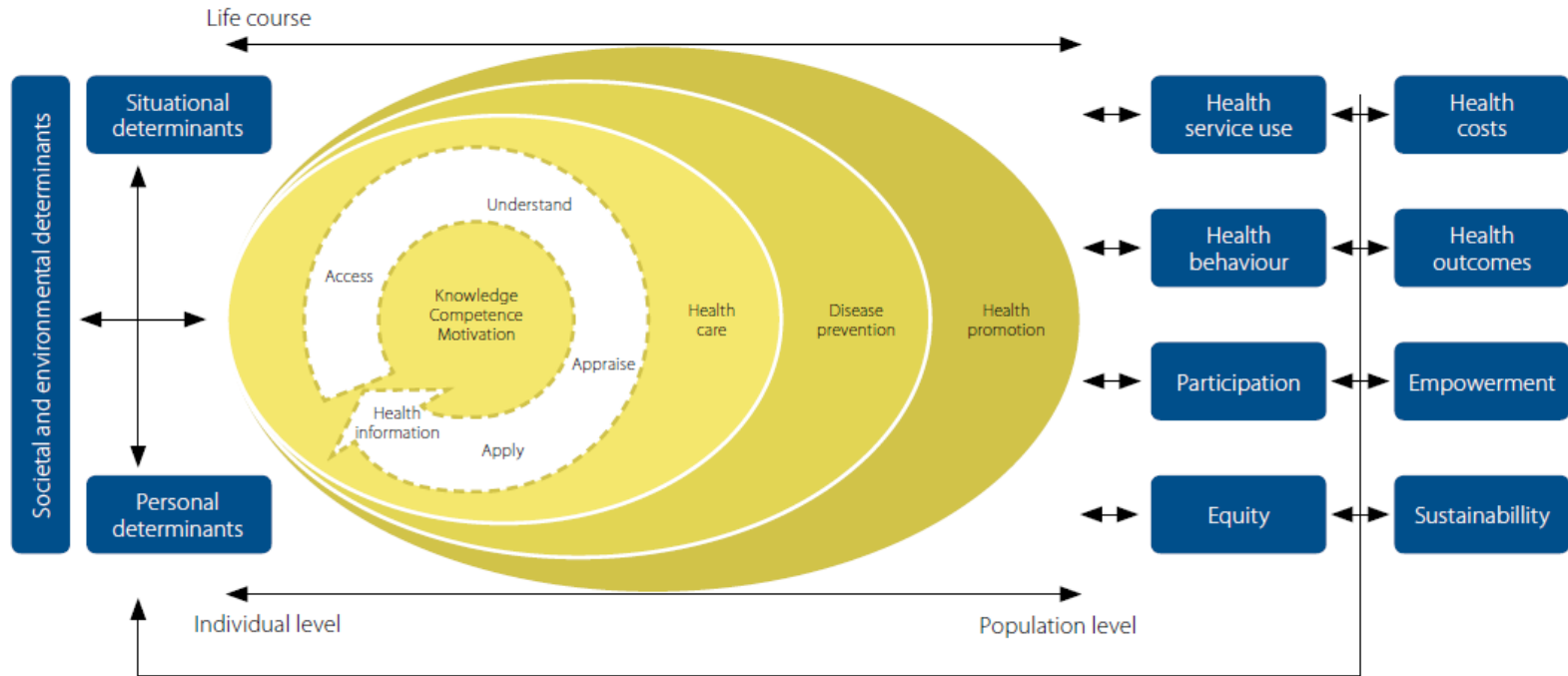
Short List of HL Models

ITEM TITLE	Literacy	Inter-action	Compre-hension	Numeracy	Information Seeking	Application/ Function	Decision-making/ Critical thinking	Evaluation	Respon-sibility	Confidence /self-efficacy	Navigation
All Aspects of Health Literacy Scale	x	x	x		x			x			
European Health Literacy Questionnaire		x	x		x	x	x	x	x	x	x
Functional Health Literacy Test	x		x			x	x	x			
Health Activities Literacy Scale of NALS	x		x	x	x	x	x				x
Health Literacy Assessment using talking touchscreen	x	x	x	x	x	x	x	x			x
Health Literacy Component of the NAAL	x		x	x							x
Health Literacy Questionnaire		x	x		x	x	x				x
Health Literacy Skills Instrument: short form	x	x	x	x	x	x	x	x			x
Instrument for Measuring Health Literacy for Canadian High School Students	x		x	x		x	x	x			

Final Selection

ITEM TITLE	Literacy	Inter-action	Compre-hension	Numeracy	Information Seeking	Application/Function	Decision-making/ Critical thinking	Evaluation	Respon-sibility	Confidence /self-efficacy	Navigation
All Aspects of Health Literacy Scale	x	x	x		x			x			
European Health Literacy Questionnaire		x	x		x	x	x	x	x	x	x
Functional Health Literacy Test	x		x			x	x	x			
Health Activities Literacy Scale of NALS	x		x	x	x	x	x				x
Health Literacy Assessment using talking touchscreen	x	x	x	x	x	x	x	x			x
Health Literacy Component of the NAAL	x		x	x							x
Health Literacy Questionnaire		x	x		x	x	x				x
Health Literacy Skills Instrument: short form	x	x	x	x	x	x	x	x			x
Instrument for Measuring Health Literacy for Canadian High School Students	x		x	x		x	x	x			

EU Health Literacy Survey (EU-HLS) Conceptual Model (Sørensen et al., 2012):



Source: <https://www.belfasthealthycities.com/sites/default/files/SannaSalanter.pdf>

EU Health Literacy Matrix (Sørensen et al., 2012, 2013):

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	Access/obtain information relevant to health	Understand information relevant to health	Process/appraise information relevant to health	Apply/use information relevant to health
Healthcare	Ability to access information on medical and clinical issues	Ability to understand medical information and derive meaning	Ability to interpret and evaluate medical information	Ability to make informed decisions on medical issues
Disease prevention	Ability to access information on risk factors for health	Ability to understand information on risk factors and derive meaning	Ability to interpret and evaluate information on risk factors for health	Ability to make informed decisions on risk factors for health
Health promotion	Ability to update oneself on determinants of health in the social and physical environment	Ability to understand information on determinants of health in the social and physical environment and derive meaning	Ability to interpret and evaluate information on health determinants in the social and physical environment	Ability to make informed decisions on health determinants in the social and physical environment

Dimensions of Health Literacy

Health Literacy Matrix (musician-specific)

(adapted from Sørensen, et al., 2012)

	Access/obtain information	Understand information	Appraise/process information	Apply/use information
Healthcare	Find information about musicians' health issues			
Disease Prevention	Access information on risk factors for musicians' health			
Health Promotion	Obtain new information on musicians' health and risk factors			

Health Literacy Matrix (musician-specific)

(adapted from Sørensen, et al., 2012)

	Access/obtain information	Understand information	Appraise/process information	Apply/use information
Healthcare	Find information about musicians' health issues	Understand the information you obtain about musicians' health issues and what it means for you		
Disease Prevention	Access information on risk factors for musicians' health	Understand the information you obtain about risk factors for musicians' health and what it means for you		
Health Promotion	Obtain new information on musicians' health and risk factors	Understand the wider social, educational and environmental determinants of health for musicians and what it means for you		

Health Literacy Matrix (musician-specific)

(adapted from Sørensen, et al., 2012)

	Access/obtain information	Understand information	Appraise/process information	Apply/use information
Healthcare	Find information about musicians' health issues	Understand the information you obtain about musicians' health issues and what it means for you	Interpret and evaluate the quality of the information you obtain about musicians' health	
Disease Prevention	Access information on risk factors for musicians' health	Understand the information you obtain about risk factors for musicians' health and what it means for you	Interpret and evaluate the quality of the information you obtain about risks to musicians' health	
Health Promotion	Obtain new information on musicians' health and risk factors	Understand the wider social, educational and environmental determinants of health for musicians and what it means for you	Interpret and evaluate the wider social, educational and environmental determinants of health for musicians	

Health Literacy Matrix (musician-specific)

(adapted from Sørensen, et al., 2012)

	Access/obtain information	Understand information	Appraise/process information	Apply/use information
Healthcare	Find information about musicians' health issues	Understand the information you obtain about musicians' health issues and what it means for you	Interpret and evaluate the quality of the information you obtain about musicians' health	Make informed decisions about your own health as a musician
Disease Prevention	Access information on risk factors for musicians' health	Understand the information you obtain about risk factors for musicians' health and what it means for you	Interpret and evaluate the quality of the information you obtain about risks to musicians' health	Make informed decisions about risk factors you may face as a musician
Health Promotion	Obtain new information on musicians' health and risk factors	Understand the wider social, educational and environmental determinants of health for musicians and what it means for you	Interpret and evaluate the wider social, educational and environmental determinants of health for musicians	Make informed decisions about the wider social, educational and environmental determinants of health for musicians

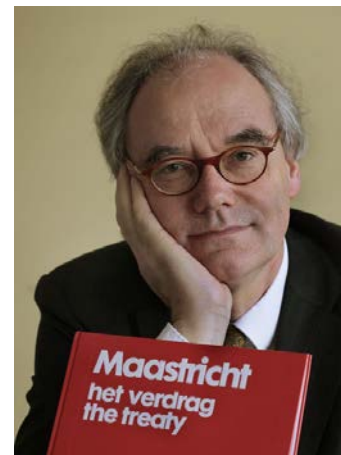
Stages 4-8: Survey Tool Design

Modified Delphi process:

1. Review Qs in HLS-EUQ47, HLS-EUQ16, HLS-EUQ12 for context-specific adaptability to musicians
2. Expert consultation/review of methodology
3. Devise musician-specific Qs
4. Review/refine/revise draft Qs
5. Draft tool & 2nd expert consultation
6. Final review & consensus
7. External stakeholder review for face validity



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Musicians Health Literacy Questionnaire MHL-Q19

- 19 sequenced, music context-specific questions encompassing all dimensions of health literacy and all domains of health in EU-HL Matrix
- Adapted format and scoring process from EU-HLS16
- Short length and time to complete decreases response burden

Sample questions & HL Dimensions:

How easy do you find it to:

Q1 Find reliable advice for your performance health?
(Access)

Q2 Understand information about healthcare for musicians?
(Understand)

Q3 Judge if information about performance health is reliable?
(Evaluate)

Q4 Make informed decisions to optimize your performance health?
(Apply)

Next Steps:

- Test/re-test in multi-national populations
- Completion of validation process
- Publication of development process and tool
- Use the MHL-Q19 in a multi-centre cohort study investigating effectiveness of online musicians' health education in international multi-cultural contexts (2020-)



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Thank you for listening!



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