

Supplementary Materials

S1. Health Literacy Knowledge, Skills and Experience Survey

On a scale from 1 to 5 (1 is the lowest, not confident at all; 5 is highest, very confident), please indicate your **level of confidence** in being able to do the following:

Health Literacy Competencies

- | | | | | | | |
|----|--|---|---|---|---|---|
| 1. | Explain differences in the various ways that health literacy is defined and conceptualised | 1 | 2 | 3 | 4 | 5 |
| 2. | Outline patient indicators and outcomes of low health literacy | 1 | 2 | 3 | 4 | 5 |
| 3. | Explain that it is the responsibility of the health sector to address the mismatch between patients' and health care providers' communication skills and tactics | 1 | 2 | 3 | 4 | 5 |
| 4. | Explain the relationship between health literacy and health equity / Identify population groups that are at increased risk of low health literacy | 1 | 2 | 3 | 4 | 5 |
| 5. | Outline the risk management and quality improvement imperatives of improved health literacy | 1 | 2 | 3 | 4 | 5 |
| 6. | Describe the rationale for applying a universal precautions approach to health literacy | 1 | 2 | 3 | 4 | 5 |
| 7. | Recognise, avoid and/or constructively correct the use of medical jargon | 1 | 2 | 3 | 4 | 5 |
| 8. | Effectively use the Teach-Back technique for assessing patients' understanding | 1 | 2 | 3 | 4 | 5 |
| 9. | Apply plain language principles in written communication and write in English at the grade 5 level | 1 | 2 | 3 | 4 | 5 |

On a scale from 1 to 5 (1 is the lowest, not confident at all; 5 is highest, very confident), please indicate your **level of confidence** in being able to do the following:

My organisation is

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 10. | Integrating health literacy into planning, evaluation measures, patient safety, and quality improvement | 1 | 2 | 3 | 4 | 5 |
| 11. | Preparing the workforce to be health literate and monitors progress | 1 | 2 | 3 | 4 | 5 |
| 12. | Including populations served in the design, implementation, and evaluation of health information and services | 1 | 2 | 3 | 4 | 5 |
| 13. | Meeting the needs of populations with a range of health literacy skills while avoiding stigmatisation | 1 | 2 | 3 | 4 | 5 |
| 14. | Using health literacy strategies in interpersonal communications and confirms understanding at all points of contact | 1 | 2 | 3 | 4 | 5 |

References

1. Naccarella, L. Evaluation of 2014 Health Literacy Professional Development Initiatives; The University of Melbourne, Melbourne, Australia, 2015; pp. 1-58.