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公立大学法人福島県立医科大学放射線医学県民健康管理センター
国際シンポジウム事務局(広報・国際連携室)

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2023 Fukushima Medical University International Symposium on the Fukushima Health Management Survey

Secretariat of International Symposium

Office of Public Communications and International Cooperation, Radiation Medical Science Center for the Fukushima Health Management Survey, Fukushima Medical University

✉ kenkani@fmu.ac.jp, TEL: +81-24-581-5454 (Weekday, 9a.m. - 5 p.m. JST)

March 4, 2023

International Symposium on the Fukushima Health Management Survey

Health literacy as a driving force of community resilience in crisis



GOTO Aya

Center for Integrated Science and Humanities & Office of Pregnancy and Birth Survey,
Radiation Medical Science Center for the Fukushima Health Management Survey,
Fukushima Medical University

Based on presentations at IAEA meetings in 2022, ICRP 2021+1, and Science Council of Japan's International Conference

Health literacy initiative from Fukushima

Health literacy

Individual and organizational capacity



Professional capacity building

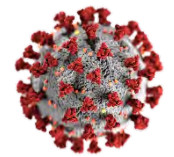
Health literacy workshop for health professionals

Community capacity building

“Creative Health” project for school children

New crisis

Developing health information with school teachers



Public health doctors and nurses in Japan

Community



Evidence

Public health nurses
and doctors



Health information

Health policies
Health promotion activities

Mothers' concern

2012 Fukushima City Child health check data	% of mothers with depressive symptoms At 18 months (n=274)
Concerned about differences in risk perception about radiation among family members	
No	8%
Yes	20%

p=0.02 (Chi-square test)

Two-item depression screen was used.



Journal of Communication in Healthcare 2014; 7: 106-116.

Public health nurses attending workshops to learn about health effects of radiation



They recognized their...

- ❖ Role as a community **information channel**
- ❖ Need for **communication skills development**

“We must say what we think about what we have learned; not just what the government says.”

BMC Health Services Research. 2014; 14: 129.

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”

WHO, 1998

Health professionals'
skills

Community residents'
skills



Health
Literacy

Rudd RE.



NEW

Organizational Health Literacy

“Organizational health literacy is the degree to which **organizations equitably enable** individuals to find, understand, and use information and services to inform health-related decisions and actions for themselves and others.” (Healthy People 2030)

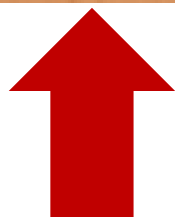


**Health professionals'
skills**

**Community residents'
skills**



**Health
Literacy**



Rudd RE.

Health literacy training

Rudd RE. Assessing health materials: Eliminating barriers – increasing access. 2010.
<http://www.hsph.harvard.edu/healthliteracy/>

Assessment skills

Revision skills

Field practice

Top
Tips

❖ Sentences

Avoid jargon, grade 5-8 level, etc.

❖ Graphs



Pictograms, infographics

❖ Communication

Marker method



= Ask readers to mark difficult words and phrases.



Japan Medical Association Journal. 2015; 58: 1-9. Journal of Health Communication. 2018; 2: 200-206.

Training evaluation: Attendance and application

- From 2011 to 2019, about 25% of public health nurses in Fukushima had been **trained**.
- Nearly half of the participants had reported **using** their new skills in practice at the one-year follow-up.

“When I gave a talk about exercise and practiced at an elderly club, I used topic sentences and SAM (assessment tool) to make a leaflet. I was able to clearly communicate my points and facilitate [the session] smoothly.”



Japan Medical Association Journal. 2015; 58: 1-9.

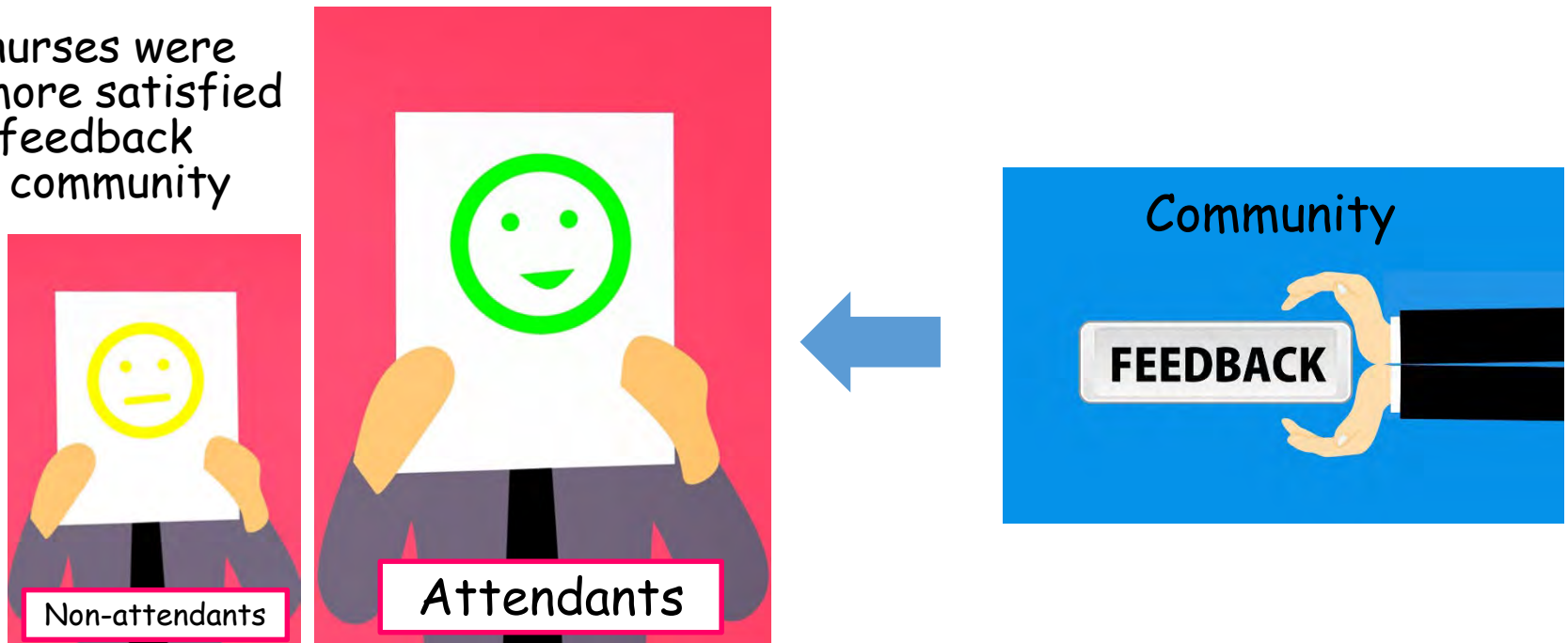
Journal of Seizon and Life Sciences. 2016; 27: 191-207.

International Journal of Disaster Risk Reduction. 2022; 67: 102694.

Training evaluation: Skills improvement

- Nurses showed more positive attitudes toward **feedback** from the community residents.
- Their self-evaluation of risk communication **competencies** improved.

Trained nurses were 2 times more satisfied with the feedback from the community



Health Communication. 2020; 35: 1274-1282.

International Journal of Disaster Risk Reduction. 2022; 67: 102694.

Training evaluation: Audience's evaluation

- Older residents and those not seeing doctors regularly were more likely to **notice improvements** in health information from the trained nurses.

Annals of ICRP. 2021; 50: 167-173.

Health literacy capacity building contributes to...

1. Promoting communication between professionals and the public
2. Preventing inequity in access to health information

New target groups

- Professionals: Nutritionists, school administrators, disaster prevention officers, radiation consultants, court investigators, etc.
- Students: Medical and nursing schools

Science Laboratory for medical students at FMU

Read assigned articles about health literacy

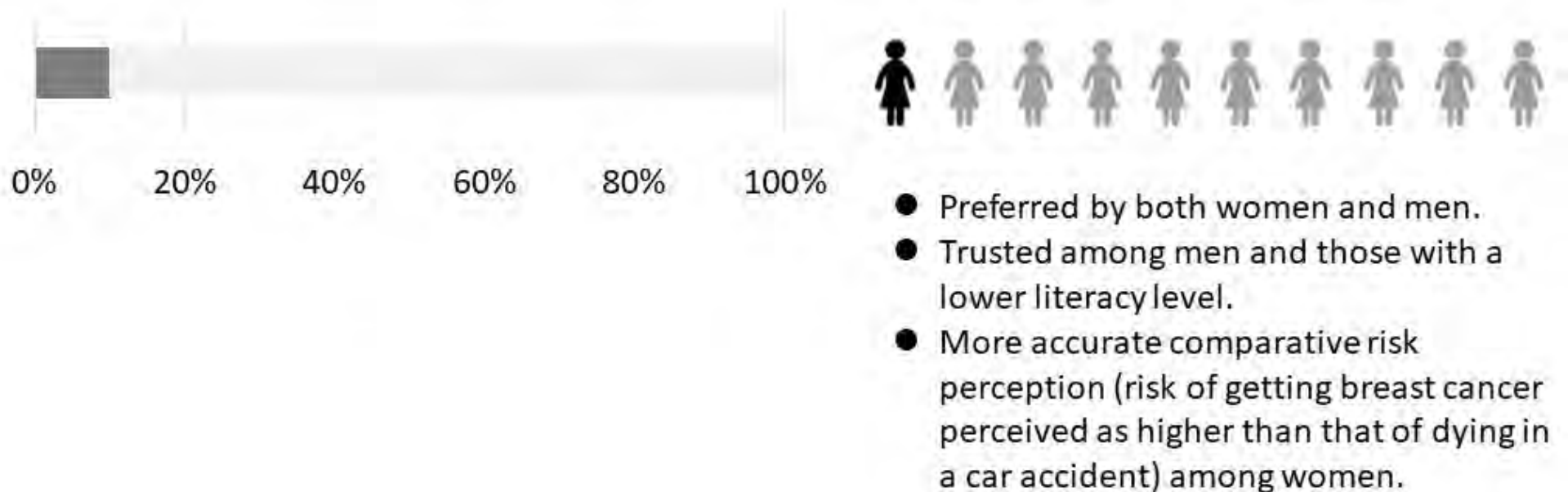
Conduct a survey among their peers about the graphic presentation of data and risk perception

Analyze data and interpret results

Present to other students, and write a report

Fukushima Medical Journal. 2019; 69: 77-83.

Students compared a graph and a pictogram presenting the lifetime probability of breast cancer incidence for a 50-year-old woman.

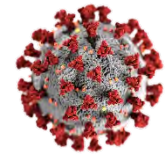


International Journal of Environmental Research and Public Health. 2022; 19: 4690.

- Professionals from overseas: International students, JICA trainees, etc.



Online health literacy training for public health nurses outside Fukushima



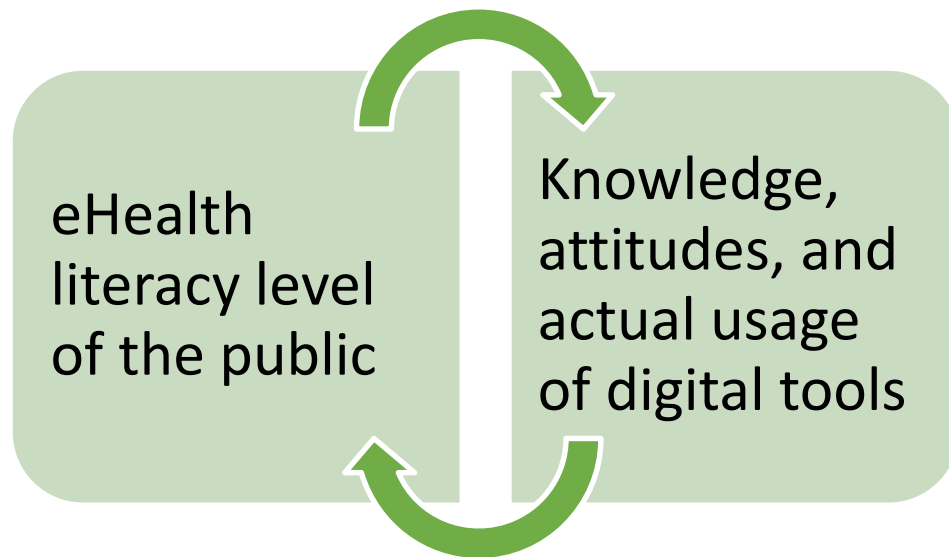
- Organized by the prefectural health & welfare office
- December 2021
- 42 participants (public health nurses, administrators, etc.)
- > 80% answered (in a post-participation questionnaire) that learned skills could be applied immediately.
- Participants also wrote that:
 - They could apply their learned skills to support COVID-19 patients.
 - They want to share their learned skills with colleagues.
 - They renewed their commitment to taking account of residents' perspectives.

NEW

eHealth Literacy

“The ability to seek, find, understand, and appraise health information from **electronic sources** and apply the knowledge gained to addressing or solving a health problem.”

Norman, C.D.; Skinner, H.A. eHealth literacy. J Med Internet Res. 2006; 8: e9.



Yumiya Y, et al. User-guided design of a digital tool for health promotion and radiation protection. Int J Environ Res Public Health 2021; 18: 12007.

**Health professionals'
skills**

**Community residents'
skills**





**Health
Literacy**

Rudd RE.




Children at elementary schools


JGHS 
Journal of Global Health Science

Open access,
Peer-reviewed 

About View Full-text For Contrib

Archive > v.2(1); Jun 2020 > 10.35500/jghs.2020.2.e6

Commentary  Open

ARTICLE PDF PUBREADER ePUB REFERENCES 

To promote health literacy

Point 1: Use plain language to explain complex concepts

Point 2: Be attentive to numeracy complexity



Point 3: Collaborate with the intended audience

J Glob Health Sci. 2020 Jun;2(1):e6. English.

Published online May 14, 2020. <https://doi.org/10.35500/jghs.2020.2.e6>

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Communicating health information with the public: lessons learned post disaster

Aya Goto  

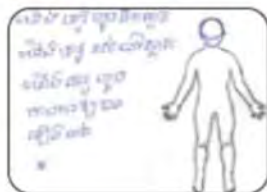


The project team is eager to learn about your experience and ideas about health. During the project you will take part in up to three workshops:



Body

where you will learn about how blood works in the body



Food

where you will think about the food you cook and eat



ACT

where you will show and tell us about where you live



“Creative Health”

先生のための「クリエイティブ・ヘルス」
授業プランと発表会

“Creative Health” for teachers:
Lesson plans and students presentation

International Journal of Environmental Research and Public Health. 2022; 19: 3417.

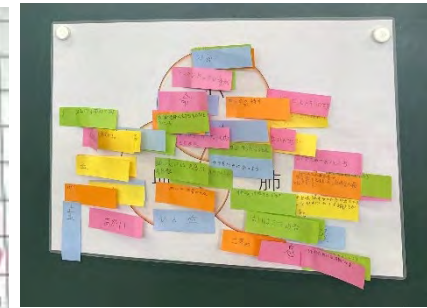
Activity aims

Facilitate students' scientific and creative thinking, working in teams, expressing their opinions, and presenting.

Project evaluation

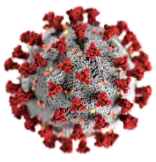
At two model schools in Fukushima...

- Children appreciated presenting, measuring, learning connections between nutrition and health, and working collaboratively with peers.
- They perceived their health and the foods in their community more positively after participating.



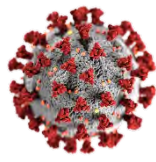
Creative health online training for facilitators

Will be expanded to Indonesia, Cambodia, and Rwanda.



Igaku no Ayumi. 2022; 282: 1159-1162.

Activities in Indonesia



Students

"The activities were fun. We learned about drama and how to make food."

Parents

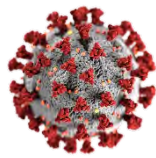
"My kid was very happy when telling me about this activity in school."

Teachers

"Learn to accept various opinions that students will convey."

"Children can know their ability."

Developing information with school teachers



みんなでコロナをやっつけろ!

**ウイルスを
ながす**
手を洗う

**ウイルスを
つけない**
家にいる

**つばを
とばさない**
マスクする
せき・くしゃみは
ひじでカバー!

心配だよ
この新しい病気がわからないことだらけ。みんな不安です。でも「あの人を心配してるからコロナ?」「あそこでコロナでたみたい」とか、うわさを作らないように。変なうわさを気にしないように。心配つくらなくて、みんなでやっつけよう!

ひまだよ
1. 毎日の時間割を作ってお飯、宿題、遊び、決めると、遊ぶ時間
2. 友達と電話で話そう (大人に言ってから)
3. 動画やラインは時間
4. いろいろやってみよう絵かき、カードゲーム、音楽、料理
5. 体を動かすと気持ち公園で走ったり、な

ご家族へ
ぜひお子さんと一緒に読んでみてください。「みんなでコロナウイルスをやっつけろ!」作戦についてわかります。
藤田医科大学感染症科
「コロナウイルスってなんだろう?」
<http://www.fujita-hu.ac.jp/~microb/>

学校の先生へ
日本心理学会
「新型コロナウイルスにこ」
<http://www.jpsikohshinshij.jp/>

編者: 福島県立医科大学・郡山女子大学・東北学院大学合同クリエイティブ
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助成: 科学研究費助成共同研究(2019)19w00050
連絡先: 福島県立医科大学総合科学教育研究センター 後藤あや / ogoto

Adventures at Home, Learning about Life

Adventures at Home, Learning about Life

As a student, Isaac Newton had to stay at home during the Great Plague of London (1665-1666). He read a lot, tried to understand how things worked, did experiments, and wrote a lot during this time. You can, too!

Let's eat!

1. What household activities were related to your latest meal?
2. What cooking equipment was used to prepare your meal?

ACTIVITY

Draw a picture with your most recent meal in the middle, surrounded by the people and things that made your meal possible.

Think about: Where was the food grown and processed? Where and how did your family get the food? Who prepared the meal, and how?

3. What else besides rice can be cooked in a rice cooker? (With permission, experiment by adding, for example, pieces of carrot, pumpkin, potato, uncooked beans, etc.)

Let's study!

1. Where do you like to study? Is it comfortable? Why or why not?
2. How has studying changed because of coronavirus?
3. What do you like and dislike about how studying has changed?

ACTIVITY

Write a letter to your school or Board of Education with your ideas about what they can do to better support children when they are working at home.

Creative Health Team
Fukuoka Medical University - Koryuwa Women's University - Kagoshima University - Lancaster University
(Kenneth E Holt, Alison Lloyd Williams, Sabuki Katsura) JSPS KAKENHI JP19K00000

Homework examples

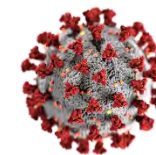
Thinking ways to measure respiratory volume



Thinking people involved in preparing foods



Comparing a similar case in a different country



みんなでコロナをやっつけろ!

ウイルスを
ながす
手を洗う

ウイルスを
つけない
家にいる

つばを
とばさない
マスクする
せき・くしゃみは
ひじでカバー!

心配だよね
この新しい病気はわからないことだらけ。みんな不安です。でも「あの人を平してるからコロナ?」「あそこでコロナでたみたい」とか、うわさを作らないように。あなうわさを気にしないように。心配つくらないで、みんなでやっつけよう!

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編集: 福井県立医科大学・福山女子大学・福井県立大学合同クリエイティブ
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連絡先: 福井県立医科大学総合科学研究センター 佐藤あやこ

COVID-19 VOICI COMMENT VOUS PROTÉGER ET PROTÉGER LES AUTRES

1. Toussiez et éternuez dans le creux du coude

2. Gardez la distance avec les autres

3. Portez régulièrement un masque

4. Lavez-vous les mains avec de l'eau et du savon bien et souvent

Du désinfectez-vous les mains avec une solution hydroalcoolique

5. Ne serrez pas la main

6. Évitez les déplacements inutiles

7. Ne crachez pas par terre

EN CAS DE FIÈVRE ET/OU TOUX, OU DE DIFFICULTÉS À RESPIRER, APPELEZ LE NUMÉRO 3535 OU 01608989 ET SUIVEZ LES INSTRUCTIONS DONNÉES

1. Focus on culturally-adapted and visually-appealing materials
2. Deliver communication products quickly
3. Use existing relationships of collaboration and trust

Benski C, Goto A, Reich MR. *Frontiers in Communication*. 2020; 5: 603656.

SUMMARY “BUILD BACK BETTER”



Our health literacy initiatives span two arcs of health literacy, crossing borders, and prepare us to face a new crisis using existing trust relationships and digital tools.

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