

**QUESTIONNAIRE TO DETERMINE THE APPROACHES OF MEDICAL FACULTY CLINICAL TERM STUDENTS ABOUT THE IMPORTANCE OF HEALTH LITERACY IN THE COMMUNITY AND ITS RELATIONSHIP WITH HEALTH**

**A) GENERAL QUESTIONS**

1. What is your age in years? ..... years
2. Please tick your gender. What is your sex?
  1. Male 2. Female
3. Tick your marital status. What is your marital status?
  1. Married 2. Single 3. Other (please explain):
4. Tick your your grade in medical education?
  1. 4th year 2. 5th year 3. 6th year
5. What is your nationality? (please write):.....
6. How you evaluate your economic status?
  1. Very bad 2. Bad 3. Avarege 4. Good 2. Very good
7. Please choose/tick your mother's education
  1. Illiterate 2. Just to be able to read and write (not graduated from any school)
  3. Primary school 4. Secondary school 5. High school 6. University and more
8. Please choose/tick your mother's education
  1. Illiterate 2. Just to be able to read and write (not graduated from any school) 3. Primary school 4. Secondary school 5. High school 6. University and more
9. Have you ever smoked?
  1. I have never smoked 2. I have been smoking I quit 3. I am currently smoking.
10. Have you ever drunk alcohol?
  1. I have never drunk 2. I was drinking, I quit 3. I drink 1-3 times a month
  4. I drink 1-5 times a week 5. I drink nearly everyday
11. In general, would you say your health is ....
  1. Poor 2. Fair 3. Good 4. 5. Very good
12. Do you have a chronic health problem or illness?
  1. Yes 2. No
13. Does anyone in your family have a chronic health problem or illness?
  1. Yes 2. No
14. Is there any healthcare professional in your family?

1. Yes    2. No

15. Have you received any training on health literacy during your undergraduate medical education?

1. No  
2. Yes (If yes)

In which year	Which subject
1.	
2.	
3.	

16. Have you ever participated in projects (social responsibility, community service, etc.) during your university life?

1. Yes    2. No

17. Please indicate if you have attended any activity (club work, workshop, project, etc.) other than education related to health literacy. Please write

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.....

18. In your opinion, what content / subjects should “health literacy education” cover in undergraduate medical education? Please write

.....  
.....

19. Have you received training on communication skills during your medical education?

- 1 No  
2. Yes

In which year	Which subject
1.	
2.	
3.	

20. Which factors do you think can affect the health literacy of individuals and society? Please write

- 1.....  
2.....  
3.....

**B) VIEWS ABOUT HEALTH LITERACY**

Please indicate your level of agreement with the statements given below on health literacy.

	Strongly disagree	Disagree	Neither agree nor disagree	Some-what agree	Strongly agree
21. Inadequate health literacy is an important public health problem.					
22. I understand the relationship between health literacy level and health.					
23. I know the health literacy level of community.					
24. I know whose health literacy level may be low in the community.					
25. I feel responsible for the problems that may arise from the health literacy levels of my patients.					
26. The quality of health services is positively affected by efforts to improve health literacy in community.					
27. Professional satisfaction of healthcare workers is affected by efforts to improve health literacy.					
28. Appropriate communication, according to the level of health literacy of the applicant, ensures individuals to understand their illnesses and treatments better.					
29. Using appropriate communication skills for the level of health literacy of the applicant ensures that individuals are healthier.					

30. Curriculum of undergraduate medical education should include the courses and activities how to understand and improve health literacy in the community.					
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**B) ASSESSMENT OF APPLICANTS' HEALTH LITERACY**

When interviewing or examining a healthy individual or patient who applied to you or came for consultation, please indicate how often you perform the following behaviors.

	Never	Rarely	Sometimes	Usually	Every time
31. I assess the applicant's health literacy level.					
32. I assess the difficulties that the applicant may have confronted in accessing health services.					
33. I assess the difficulties that the applicants has / may experience while accessing information about the disease and its treatment.					
34. I assess the applicant's comprehension of information about risk factors affecting her/his health, disease and treatment. 35. I ask the applicant about her/his health information sources.					
36. I assess the media usage of the applicant to gain the health promotion and preventive measures. 37. I use the available scales/instrument to determine applicants' health literacy levels.					

**C) COMMUNICATION SKILL WITH THE PATIENT ACCORDING TO THEIR HEALTH LITERACY LEVEL**

<b>During to gathering information</b>	Never	Rarely	Sometimes	Usually	Every time

38. I take care that the applicant sits comfortably during the consultation / interview					
39. During the encounter I provide an environment that protects the privacy of the applicants.					
40. I use the name of the applicant during the interview.					
41. I use open-ended questions to applicant.					
42. I listen carefully to the applicant.					
43. By observing the applicant during the interview, I try to catch clues about her/him.					
<b>During to giving information</b>	Never	Rarel y	Some- times	Usual ly	Every time
44. I speak slowly.					
45. I am careful not to use medical words.					
46. I inform the applicant as much as he/she needs.					
47. I emphasize a certain number of important points (1 to 3 at most) during the interview/consultation.					
48. While giving information to the applicant, I show with pictures or text or draw when necessary.					
49. I repeat the information that I have given.					
50. I create written training material specific to the applicant.					
51. I use developed training and information materials (such as brochures, booklets, etc.).					
52. I emphasize important points in the information materials I use.					
53. I request the applicant to repeat (teach-back technique) or					

show how to implement what I said or my suggestions.					
54. I evaluate the applicant's understanding of the correct use of drugs.					
55. I forward the applicant to appropriate health information resources.					
<b>During to shared decision-making</b>	Never	Rarely	Sometimes	Usually	Every time
56. I inform the applicants in detail about the health service or treatment options.					
57. After giving information, I support the applicant in choosing the most appropriate treatment options/care for him/her.					
58. I declare that the last decision on the care or treatment preference is their own responsibility.					
59. I encourage the applicant to participate in the decision-making process.					