

Assessing Physical Therapists' Approach to Health Literacy in Historically Marginalized Groups
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12:00 - 1:00pm

Diversity, Equity and Inclusion, Communication, Professionalism

The COVID-19 global pandemic has highlighted the known disparities that exist in health care; particularly those facing historically marginalized communities within the United States. One reason for this is poor health literacy within marginalized communities. Poor health literacy within these communities can be attributed to low income, lack of education, mistrust of health care providers and poor communication for those who do not speak English as a first language.

The literature reports that low health literacy levels in this population presents a barrier for healthcare access, individual health management, and patient-clinician rapport. This presentation will assess how physical therapists' approach health literacy in these select populations and how increased knowledge and awareness can benefit the patient and clinician experience. Providing clinicians with strategies from the literature and application through clinical cases, will assist in providing physical therapy professionals with necessary tools to appropriately address variable patient settings and diverse patient populations.

Objectives:

Define healthcare literacy

Define historically marginalized groups and populations

Understand why historically marginalized populations are at greater risk for low health literacy

Identify barriers health care professionals face when working with populations of low health literacy levels

Understand the difference between the anticipated and the actual health care literacy level of patients

Establish opportunities to optimize care of historically marginalized groups in order to increase patient participation

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Hahn E, Magasi S, Carlozzi N. Health and Functional Literacy in Physical Rehabilitation Patients. *HLRP*. 2017; 1 (2): 71-85.

Peltzer S, Hellstern M, Genske A. Health literacy in persons at risk of and patients with coronary heart disease: A systematic review. *Soc Sci Med*. 2020; 245: 112711.

Samerski S. Health literacy as a social practice: Social and empirical dimensions of knowledge on health and healthcare. *Soc Sci Med.* 2019; 226:1.

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Dr. Camille Powell is an assistant clinical professor and associate director of clinical education at Northeastern University. She started her career in acute care at Hartford Hospital in Connecticut as an inpatient therapist. She later joined the physical therapy team at Mercy Rehabilitation Hospital in Springfield, Massachusetts focusing primarily on neurological rehabilitation. More recently Dr. Powell has practiced on the inpatient units at Massachusetts General Hospital in Boston, Massachusetts. Dr. Powell's specialty area is neurological rehabilitation, and she is a board certified neurological clinical specialist with a passion for working with stroke survivors. Dr. Powell obtained her DPT from Springfield College in Massachusetts. Dr. Powell's commitment and passion for the profession of physical therapy was recognized when she was awarded the 2016 APTA Minority Scholarship for her educational accomplishments and service. She currently serves as mentor for physical therapy students through the APTAMA Mentoring Program and is also the alumni chair for a multicultural mentorship group at Springfield College. Dr. Powell was most recently recognized by the Massachusetts Chapter of the APTA when she was announced as the 1st Centennial Scholar of APTAMA in 2020. Through her work, she is actively delivering information about health and healthcare through an adult learning program in the greater Boston area. Dr. Camille Powell's research interest's areas are in health care literacy and how it impacts historically marginalized communities.