

# 青少年健康素养评价工具研究现状及展望

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**【摘要】** 健康素养与突发公共卫生事件的应对密切相关, 研究以评价工具为切入点, 重点综述了青少年健康素养评价工具、突发公共卫生事件视域下青少年健康素养评价工具研究现状。建议在突发公共卫生事件视域下加强青少年健康素养评价工具的开发, 加强健康教育和提升健康素养, 有利于青少年更好地应对突发性公共卫生事件, 维护身心健康。

**【关键词】** 健康素养; 知识; 态度; 青少年

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**Research progress and future directions of adolescent health literacy evaluation tools/WANG Zhou<sup>\*</sup>, GAO Tingye, ZHOU Jie, LI Guangjian, KONG Yaping, FAN Guihong, BIAN Qian, ZHANG Xing, ZHAO Shijun.** *\* Psychiatric and Psychology Department, Changzhou Dean Hospital, Changzhou(213000), Jiangsu Province, China*

**【Abstract】** Health literacy is closely related to the response to public health emergencies. This paper begins with health literacy evaluation tools in adults, then focuses on recent progress made in health literacy evaluation tools in adolescents from the perspective of public health emergencies. The development of adolescent health literacy evaluation tools, health education and health literacy from the perspective of public health emergencies should be greatly enhanced, helping adolescents to better respond to public health emergencies and maintain their physical and mental health.

**【Keywords】** Health literacy; Knowledge; Attitude; Adolescent

2019 年末以来, 新型冠状病毒肺炎疫情在国际蔓延, 疫情传播速度快、范围广, 世界卫生组织定为突发公共卫生事件<sup>[1]</sup>。突发公共卫生事件与健康素养密切相关, 健康素养在群众主动参与、集体动员应对传染病疫情中发挥更大的作用<sup>[2]</sup>。近年来健康素养相关研究较多<sup>[3-4]</sup>, 归纳起来大致包括健康素养内涵理论研究、健康素养的影响因素研究、健康素养与个体身心健康结局研究、群体健康素养现状及功能研究、健康素养评价工具与干预研究。从应用的角度看, 健康素养评价工具和干预研究相对较少, 建设也是迫在眉睫。健康素养评价工具是干预的基础, 评价可作为干预方案选择的依据, 也是干预结局的测量指标<sup>[5]</sup>。青少年主要在学校里学习, 一旦学校出现突发公共卫生事件, 对个人、家庭及学校影响较大。在突发公共卫生事件视域下对青少年健康素养进行评价, 加强健康教育, 有利于青少年更好地应对突发公共卫生

事件。

## 1 健康素养定义及相关成人评价工具

世界卫生组织对健康素养的定义是一种认知和社会技能, 这些技能使个体具有动机和能力去获得、理解和利用信息, 并能够促进和维持健康<sup>[6]</sup>。Nutbeam 依据不同的理论模型, 将健康素养分为临床和公共卫生两个视角, 以及功能性、交互性及批判性 3 个层次<sup>[7]</sup>。国内外健康素养评价工具有所不同, 国外多数工具集中在临床视角和功能性层次, 国内的评估工具多数是公共卫生视角及相对综合全面的评估问卷。国外比较经典的健康素养评价工具主要包含健康素养评估分量表(Health Literacy Component, HLC)<sup>[8]</sup>, 属于成人理解运用类健康素养测试; 健康活动素养量表(Health Activity Literacy Scale, HALS)<sup>[9]</sup>, 评价成人执行健康活动的的能力; 成人功能性健康素养量表(Test of Functional Health Literacy in Adults, TOFHLA)<sup>[10]</sup>, 属于成人理解类健康素养测试; 成人医学素养快速评估量表(Rapid Estimate of Adult Literacy in Medicine, REALM)<sup>[11]</sup>, 属于成人视读类健康素养测试。我国健康素养评价研究起步较晚, 2008 年我国卫生健康委员会出台了《中国公民健康素养——基本知识与技能

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(试行)》,并印发《中国公民健康素养 66 条》读本,共 66 个条款,将健康素养分为基本知识与理念、健康生活方式与行为、健康基本技能等方面内容,用于国人健康素养培养及测评<sup>[12]</sup>。2009 年国家开发设计了“中国居民健康素养监测”调查问卷,问卷包含 71 条健康素养指标,将健康素养分为传染病预防、慢性病预防、安全与急救、科学健康观以及基本医疗等 5 类<sup>[13]</sup>。成人健康素养评价工具也适合青少年中已经成年的青年人群,如大学生等。

## 2 青少年健康素养评价工具

青少年健康素养的定义与成人基本相同,由于青少年期是培养健康素养的关键时期,所以青少年健康素养是近年来研究的热点<sup>[14-16]</sup>,青少年健康素养评价工具应符合青少年人群的特点。

2.1 国外青少年健康素养评价工具 国外青少年健康素养评价工具多数来自于成人工具,并结合青少年特点开发。如青少年医学素养快速评估量表(Rapid Estimate of Adolescent Literacy in Medicine, REALM-TEEN)<sup>[17]</sup>、青少年功能性健康素养测试短版(Short-form Test of Functional Health Literacy in Adolescents, sTOFHLAd)<sup>[18]</sup>;最新重要标识(Newest Vital Sign, NVS)<sup>[19]</sup>、评判性健康素养测量(Critical Health Competence Test, CHC)<sup>[20]</sup>、基于健康教育项目评估青少年健康素养(Health Education Assessment Project, HEAP)<sup>[21]</sup>等。REALM-TEEN 罗列了 66 个医学词汇,以难度递增的顺序排列,要求青少年在规定时间内朗读,通过词汇的正确率测试医学素养,此量表操作简单,主要测试视读技能,对健康素养的其他内容未有测试。sTOFHLAd 主要测试青少年对医疗环境的阅读理解技能,同样对健康素养的内容涵盖不全。NVS 让儿童青少年阅读一个标签(如食品营养成分标签),并要求回答相关问题,从而测试阅读理解、计算、应用信息的技能,对健康知识、健康行为及其他一些技能无法测试。CHC 主要测试青少年评判性健康素养,有 72 个题项,包括医学概念、信息检索、基本统计、实验设计等方面,内容较多且倾向于医学专业性,健康生活、健康行为等方面未有涉及。HEAP 共 30 个条目,测评青少年健康概念、健康生活及健康技能,内容来自于教育部门的健康教育课程,对健康素养相关内容基本都有涉及。另外,在当今互联网广泛应用的年代,青少年常会利用互联网获得健康知识指导健康行为,国外学者开发了基于互联网的健康素养评价工具。如 Norman 等<sup>[22]</sup>设计了首个与网络、数字有关的健康素养的评估工具,即电子健康素养量表(eHealth Literacy Scale, eHEALS),主要测试包括青少年为主的网民在

线上检索和运用有关健康知识时的自我感觉,之后也有多种电子或信息健康素养问卷被开发。

2.2 国内青少年健康素养评价工具 国内青少年健康素养评价工具相关研究较多<sup>[23]</sup>,总结起来包括政府部门发布的青少年健康素养纲要,国外问卷汉化,部分学者根据理论模型自行制定问卷,还有学者参考政府部门的标准设计问卷等。教育部和国家卫生健康委员会发布青少年健康素养的纲要,如 2008 年我国教育部出台了《中小学健康教育指导纲要》,规定了青少年学生在健康行为与生活方式、疾病预防、心理健康、生长发育与青春期保健、安全应急与避险等 5 个方面健康素养目标<sup>[24]</sup>,但是没有配套具体评估工具及培训方案。地方疾病预防控制中心结合国家卫生健康委《中国公民健康素养 66 条》推出了学生版本,用于青少年健康素养评估和培养,有待于全国推广。从国外青少年健康素养评估工具汉化用于中国青少年,如 Chang 等<sup>[25]</sup>汉化和修订青少年功能性健康素养测试短版,共有 36 个条目,问卷可在健康素养培养前进行评估。国内学者自行编制问卷用于青少年健康素养评测,如张诗晨等<sup>[26]</sup>将跨理论模型引入评定问卷,编制了“中国青少年互动性健康素养评定问卷”,包括健康意识、营养、体力、压力、精神成长和人际关系等内容,在中学生中使用具有较好的信度和结构效度。参考政府部门的标准设计问卷,这些问卷框架内容大体一致,主要包含基本知识和理念、健康生活方式及健康技能 3 个方面,题项各有不等。冷艳等<sup>[27]</sup>以《中小学健康教育指导纲要》《中国公民健康素养——基本知识与技能(试行)》及全国居民健康素养监测调查问卷为基础,设计健康素养调查问卷共 31 题,问卷得分达到总分的 80% 及以上为具有健康素养。曾锐等<sup>[28]</sup>对 30 篇相关的硕博论文进行分析,主要在《中国居民健康素养 66 条》基础上设计调查问卷,包括健康知识与理念、行为及技能等方面。

2.3 突发公共卫生事件视域下青少年健康素养评价工具 突发公共卫生事件主要指传染病疫情、食品安全和职业危害、灾害事故、群体性不明原因疾病,以及其他严重影响公众健康和生命安全的事件<sup>[29]</sup>。青少年人群是突发公共卫生事件的高发人群<sup>[30]</sup>,应加强对青少年健康素养的评价和教育。突发公共卫生事件视域下青少年健康素养评价工具,与一般的健康素养评价工具相比较,主要针对青少年人群,考察指标主要与突发公共卫生事件的视角有关,评估更具有针对性和特异性。在突发公共卫生事件视域下青少年健康素养工具开发研究总体较少,有的来自于一般居民或青少年健康素养评价工具,有的来自于突发公共卫生事件视域下公民健康素养评价工具,有的为自行编

制,亟待完善。部分学者直接使用居民健康素养问卷<sup>[31-32]</sup>,但并没有结合青少年年龄特点。有的学者针对突发公共卫生事件的某一方面视角制定问卷,李远骋等<sup>[33]</sup>开发了中学生传染病预防健康素养评价量表,通过专家征询及学生专题讨论,最终修改形成 53 个题项,主要从传染病知识、态度、行为、技能、信息、认知等方面评测传染病健康素养。有的学者针对突发公共卫生事件应对能力设计问卷,但没有提出健康素养的概念及评价,如张雯等<sup>[34]</sup>自制突发公共卫生事件应对能力问卷,对山东省 6 所高校大学生进行调查,贾乘一等<sup>[35]</sup>使用新冠疫情知识知晓情况问卷对香格里拉市在校学生进行了调查,也没有提出健康素养的概念及评价。

### 3 展望

从健康素养的内涵及目前的评价工具可以看出,健康素养是一种认知和社会技能,包含健康知识、健康信念、健康行为及应对技能等,其本身就体现了对突发公共卫生事件的应对能力。青少年时期将面临生理发育、情绪多变、学业压力、人际矛盾等,健康知识较少和心理发展不平衡,对突发公共卫生事件应对能力不足,容易出现心理问题。疫情早期,学校停课,青少年学生居家学习,容易出现交流减少、缺乏体育锻炼、亲子矛盾、沉迷电子产品等,导致抑郁、社交恐惧、游戏成瘾及近视等身心健康问题。到了新冠肺炎疫情中后期,学校逐步复学,学习节奏和压力陡增,容易导致焦虑、厌学情绪及适应障碍等。2021 年 *Lancet* 发文提示疫情下全球抑郁症和焦虑症发病率急剧上升,其中青少年或年轻人受影响较大<sup>[36]</sup>。健康素养的另一个重要组成部分就是心理健康素养,国外心理健康素养评价工具的研究相对较早<sup>[37]</sup>,而国内才刚刚起步。

2016 年中共中央、国务院印发《“健康中国 2030”规划纲要》,提出加强健康教育、提高健康素质,特别是针对青少年等重点人群。一方面要加强突发公共卫生事件视域下青少年健康素养评价工具的编制开发,从而了解突发性公共卫生事件视域下青少年健康素养水平及应对能力。结合目前国内研究现状,突发公共卫生事件视域下青少年健康素养评价工具研究处于起步阶段,存在较多问题,如直接使用成人健康素养问卷,没有考虑到青少年的健康需求和年龄特点;评价工具开发标准不一,评价内容视角单一,评价结果缺乏可比性;缺乏突发公共卫生事件视域下的青少年电子健康素养工具及心理健康素养工具。今后开发工具的研究应注意以下方面:一是工具的评测背景,评价工具的指标应与突发性公共卫生事件相关。

二是工具适合人群,不同年龄段青少年有不同的特点,如初中、高中及大学阶段青少年有着不同的生长发育、知识水平及行为等,可参考国内青少年不同学段的规范性文件及健康纲要,分学段设计评价工具。三是工具评测的目的,以健康素养的评估为目的,界定健康素养的内涵和外延,应包涵知识信念和行为技能等维度。四是工具评测的领域,应侧重于公共卫生和健康教育领域,兼顾功能性、交互性及评判性健康素养指标;另外也要对一些特殊领域进行开发,如电子健康素养及心理健康素养方面。五是工具的编制和测评技术,运用科学的编制和测评技术提高工具的有效性、稳定性及可操作性。另一方面应加强学校健康教育,目前学校普遍以文化课学习为主,健康素养教育偏少,即使学校开展健康教育也是偏重于理论学习,实践操作的培养少见,可以通过医教联合,医务人员进入校园,根据健康素养的评测水平按需施教,通过健康教育的方式让青少年获得健康知识和健康技能,以及心理调适技能,帮助其更好地应对突发公共卫生事件。

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