

Refining eHealth Literacy – An International eDelphi Process

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Land acknowledgement

- Concordia University and the CIUSSS-NIM depends on traditional Indigenous territories to provide us physical space, sustenance, safety, and community to work, live, and play.
- The Kanien'kehá:ka Nation is recognised as the custodians of the lands and waters on which Concordia University and the CIUSSS-NIM stands today. Tiohtiá:ke commonly known as Montreal is historically known as a gathering place for many First Nations.
- We express gratitude towards the Indigenous peoples who have and will continue to steward these lands.

eHealth Literacy for Contemporary eHealth

From information seeking → to engaging, interpreting and acting

Background

Weight regain remain common after MBS, highlighting the need for sustained follow-up. eHealth can support long-term behaviour change. Effective and Sustained eHealth interventions require eHealth literacy, yet current understanding may not reflect the demands of today's interactive technologies.

Objective

To refine and build expert consensus on the core components of eHealth literacy

Method

An international eDelphi study with $\geq 75\%$ agreement defining consensus.

Result

27 multidisciplinary experts from 11 countries

• 3 eDelphi rounds

• 2 consensus meetings

KNOWLEDGE

Health knowledge + digital ecosystem

SKILLS

• Cognitive • technical • critical thinking • health application

CONTEXT

User capabilities ↔ system demands

Critical thinking was the most prioritised; enables engagement with tools, interpreting feedback, and applying recommendations within context.

**eHealth literacy in contemporary eHealth behaviour change interventions should connect
USER CAPABILITY + SYSTEM DEMANDS**

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