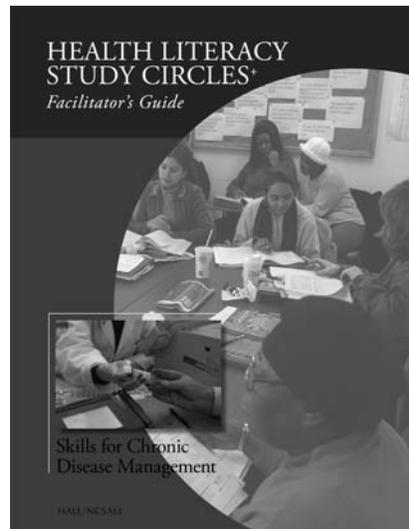


Skills for Chronic Disease Management

SESSION TWO: Identifying Chronic Disease Management Tasks and Underlying Skills

**HEALTH LITERACY
STUDY CIRCLES⁺
HALL/NCSALL 2005**

Skills for Chronic Disease Management



SESSION TWO: Identifying Chronic Disease Management Tasks and Underlying Skills

HEALTH LITERACY STUDY CIRCLES+
HALL/NCSALL 2005

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Notes to Facilitator

We hope that the activities in Session One and the classroom needs assessment offered the Study Circle+ participants opportunities to reflect on issues related to chronic disease management. The following notes provide a brief overview of Session Two.

About this Session

Session Two will likely be one of the more intensive sessions of the Study Circle+. Participants will share what they learned about their students' experiences in managing a chronic disease. They will then consider activities and the literacy skills involved in managing any chronic disease. The discussions should help participants consider health literacy teaching goals designed to meet their students' needs.

Introductory Activities

The introductory activities of Session Two provide an opportunity for participants to move from the general orientation to “health literacy” and “chronic disease” in Session One to a more focused examination of health-related tasks and the underlying skills to be addressed in adult education classrooms. Session Two sets in motion the participants' consideration of classroom lesson and unit plans.

Discussion and Analysis Activities

First, participants discuss their in-class needs assessments and identify the challenges and barriers their students face when dealing with chronic diseases. Then the group identifies activities and tasks related to managing chronic diseases. Next participants will work in small groups to identify the literacy skills needed to accomplish the activities and tasks they have just identified.

Keep in mind that the participants may be able to identify various chronic

disease management tasks, but may not be able to identify the skills needed to carry out these tasks effectively. Please remind participants that health professionals have not yet done this type of analysis either. A table listing examples of activities, tasks, and skills is provided to help you facilitate this activity.

Participants will review sample lessons that address chronic disease management tasks during the second part of the discussion and analysis activities. These lessons are not linked to one another and do not constitute a unit or curriculum. Each lesson provides an example of a skills-based approach. The discussion and review of these lessons will help participants to develop lessons and units of their own.

Planning Activities

During the planning activities, you will review the assignment for Session Three and address questions participants might have. Encourage participants to examine the lessons and modify them to suit the skill levels and interests of their students. Here, as in Session One, you will ask participants to find partners and exchange phone numbers so they can discuss this assignment between sessions.

Participants are also asked to complete a Post-Teaching Reflection Sheet. Please encourage the participants to teach one of the sample lessons as soon as possible so that they have time to reflect on the experience before Session Three.

Closure Activities

You will facilitate activities for participants to review both the content of the session and the discussion methods. Remember to leave time at the end of the session for participants to complete the session evaluation forms. After Session Two, review these forms and consider how to use the feedback.

The Group Discussion Methods

The Group Discussion Methods used in Session Two are designed to support collaborative work as participants share ideas and engage in analyses. The various discussion methods are described below.

- ***Brainstorm:*** A brainstorm activity helps a group generate ideas or solutions. Participants should be encouraged to offer any and all ideas, no matter how remote an idea may sound. Ideas are recorded on newsprint and evaluated after the brainstorming is over.
- ***Facilitated Large Group Discussion:*** Participants can report on and hear about others' experiences. Discussion questions are used to focus the discussion and help make a transition to the next activity.
- ***Small Group Project:*** This method is used to foster group collaboration.
- ***Walk About:*** This activity (which, in this session, takes place during an extended break) gives participants an opportunity to view the work completed by small groups. This activity provides an alternative to the activity where participants from each group report to the whole group.
- ***Pair and Small Group Discussions:*** These kinds of discussions are designed to maximize engagement and participation.
- ***The Dance and the Balcony:*** This activity is a metaphor for analyzing the group discussion methods used during the session. The purpose of this activity is to highlight the different ways you can structure activities and encourage teachers to consider using some of these methods in their own classes.

You will ask participants to think of the activities they just completed as a “dance.” Next, you will ask them to stop the dance and move up to the “balcony” to look down on the dance floor. Thus, they stop “dancing” and view the dance from a distance. From the “balcony,” participants analyze the dance – they comment on and react to the discussion methods used during the session. Note that you will be conducting this activity at the end of each session.

Overview: Session Two

Objectives

During Session Two, participants will:

- Analyze the results of the in-class needs assessments
- Develop a list of specific chronic disease management tasks and underlying skills that can be addressed in ABE/ESOL classes
- Review and modify sample health literacy lessons for adult learners

Time

- 3 hours

Session Two Agenda

Introductory Activities (15 minutes)

- Welcome, Session Objectives, and Agenda

Discussion & Analysis Activities

(1 hour 30 minutes including the break)

- Review Results of the Needs Assessment Activity
- Examine Chronic Disease Management Tasks
- Identify Skills Needed for Successful Management of Chronic Diseases
- Walk About (includes a 10-Minute Break)
- Discuss and Analyze Tasks and Skills

Planning Activities (55 minutes)

- Review Sample Lessons
- Review the Assignments for Session Three

Closure Activities (20 minutes)

- Session Review
- Session Evaluation and Closing Notes

Materials and Preparations

- Newsprints (flipcharts), Markers, and Tape
- Overhead Projector (optional)
- Copies of your state’s adult education curriculum framework (if available)

Newsprints (flip charts) or Overhead Transparencies (3)

We typically refer to materials on flip charts as “newsprints,” but feel free to use overhead transparencies instead. Examples of most newsprints for this session are included in this booklet.

| To be prepared ahead | To be completed during the session |
|---|---|
| <ul style="list-style-type: none"> ▪ Analysis from Tasks to Skills | <ul style="list-style-type: none"> ▪ Student-Identified Barriers and Challenges ▪ Chronic Disease Management Activities and Tasks |

Handouts (5)

Make copies of the following handouts before the session begins. The handouts for each session are located after the session booklet.

1. Session Two Objectives and Agenda
2. Analysis from Tasks to Skills
3. Table of Chronic Disease Management Activities, Tasks, and Underlying Skills
4. Session Two Evaluation Form
5. The Sample Lesson Packet includes the following handouts:
 - Overview of the Sample Lesson Format
 - Lesson Review Sheet (to be completed during Session Two)
 - Post-Teaching Reflection Sheet (to be completed after you have taught a sample lesson between Session Two and Session Three)
 - Nine Sample Lessons

Readings and materials for Session Three for the Optional Expanded Session

Please make copies and distribute these materials to participants even if you do not plan to facilitate the activities for the expanded session.

1. Reading guide for *Math is Healthy* by Martha Merson.
2. *Math is Healthy* by Martha Merson with a reading guide
3. A sample math lesson, *Body at Work – Tables and Rules* (Facilitator’s Guide and the Student’s Lesson), from EMPower Mathematics¹ is also included for review.
4. *Not Just a Number: Critical Numeracy for Adults* by Sandra Kerka²
5. *Numeracy in the Adult ESL Classroom* by Tom Ciancone³
6. *How Adults Learn Basic Math* by Ellen McDevitt⁴

1. EMPower Mathematics, by TERC, is published by Key Curriculum Press, copyrights 2005/2006. Reprinted with permission. For more information, visit: www.keypress.com/empower

2. From the Clearinghouse on Adult, Career, and Vocational Education (ACVE) available at www.cete.org/acve/docgen.asp?tbl=archive&ID=A012

3. From the National Clearinghouse for ESL Literacy Education, February 1996, ERIC Identifier: ED392316, available at www.tnsh.tn.edu.tw/teach/eng/web/applied%20linguistics/www.cal.org/ncl/Digests/CIANCONE.html

4. From Fieldnotes for ABLE Staff, 2004. Available at www.paadulted.org/able/cwp/view.asp?a=11&q=99711

Session Two: Identifying Chronic Disease Management Tasks and Underlying Skills



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INTRODUCTORY ACTIVITIES (15 minutes total)

Welcome, Session Objectives, and Agenda (15 minutes)

Discussion Methods: Presentation by facilitator

Handouts: Session Two Objectives and Agenda

Welcome the group back

Remind the participants that this study circle focuses on one set of health literacy activities and skills – those related to managing any chronic disease. You may want to emphasize the importance of this topic for their students. The initial background readings highlighted the fact that people with less than a high school education are more likely to die (unnecessarily) of a chronic disease than are those with higher educational achievement.

You may wish to respond to any important issues raised in the Session One evaluations.

Provide an overview of Session Two

Explain that during Session Two, participants will report back on the needs assessments conducted in their classes. They will then list out many tasks related to managing a chronic disease and identify skills needed to accomplish these tasks. They will also identify the skills most appropriate for adult education instruction.

Explain that the activities for this session will move from identifying barriers to successful chronic disease management to outlining skills as a strategy for overcoming those barriers.

Distribute the Session Two Objectives and Agenda

- Review the objectives and agenda and briefly describe the session activities.
- Ask if anyone has additional comments or questions.

DISCUSSION & ANALYSIS ACTIVITIES

(1 hour and 30 minutes including a 10-minute break)

Review Results of the Needs Assessment Activity (15 minutes)

Discussion Methods: Facilitated large group discussion

Newsprints: Student-Identified Barriers and Challenges

Focus on needs assessment activities and solicit reflection and commentary

Explain that this discussion will focus on the lesson conducted in class and the needs assessment findings. Pose each of the following questions and ask participants to volunteer answers and examples. Use a newsprint or overhead sheet to record the participants' responses to question #4.

1. *How did students react to the needs assessment activity? Did the activity prompt a discussion about chronic disease management and health literacy-related challenges?*
2. *What chronic disease tasks did the students identify?*
3. *What did the students feel was hard to do?*
4. *What kinds of barriers and challenges to successful management of chronic diseases did your students identify?*

Student-Identified Barriers and Challenges

Please note that the large group discussion continues with a slight shift in focus.

Examine Chronic Disease Management Activities (15 minutes)**Discussion Methods:** Full group brainstorm activity**Newsprints:** Chronic Disease Management Activities and Tasks*Generate a list of chronic disease management activities*

- Explain that the next activity is based on the information participants received from their students during the needs assessment and on their own observations from Session One. Encourage participants to draw from the posted newsprint just completed (Student-Identified Barriers and Challenges).
- Post another newsprint or use an overhead sheet to record and post ideas.
- Ask participants to consider a general activity such as *Take Medicine*. Work with the group to generate a list of about five or six general activities related to chronic disease management.
- If the group is stymied, you might present one or two examples from the table provided for you (Table of Chronic Disease Management Activities, Tasks, and Underlying Skills). Do not read the entire list, but try to encourage suggestions from group members. If no one suggests a math related category, mention *Use a Measurement Tool* (liquid measuring cup, scale, or peak flow meter).

Chronic Disease Management Activities and Tasks

1. Take medicine –
2. Use a measurement tool –
- 3.
- 4.
- 5.

Ask participants to identify some specific tasks associated with each activity

- Explain that there are several tasks related to an activity like *Take Medicine*. Work with the group to fill in some of the tasks. For example, these tasks include read directions, figure out dose, figure out timing, count, measure liquid doses, use a clock to time medicine, and use a calendar to schedule medicine.

Chronic Disease Management Activities and Tasks

1. Take medicine – read, count, measure, time, schedule
2. Use a measurement tool – identify full range, identify average or normal range
- 3.
- 4.
- 5.

Facilitator’s Copy: Table of Chronic Disease Management Activities, Tasks, and Underlying Skills

Note: This table contains examples to help you facilitate this activity.

| General Activities with Examples of Tasks | Materials and Tools Adults Are Expected to Use | Skills Adults Need | Lesson Ideas | Related State Standards/ Curriculum Frameworks |
|---|--|--|--|--|
| Recognize and act on symptoms e.g., make note of changes in or onset of symptoms; make an appointment | Health education booklets and brochures Calendar | Read commonly available health education booklets for relevance Expand reading vocabulary Observe and take notes | Ask students to write about a change in themselves, a child, a parent, or a friend Ask students to underline words used to describe the “before” and the “after” states | |
| Provide information e.g., describe feelings; talk about change | Journal or logbook Calendar | Use descriptive vocabulary Present health issues in a time sequence | Write about a series of events in sequence over time | |
| Learn more about your chronic disease e.g., locate information at the library or on the Web | Dictionary Patient education booklets Web sites | Use a dictionary Ask health providers for clarification Do research | Interview a person with a chronic disease and write about what he/she has to do each day | |
| Develop a treatment plan with a health professional e.g., provide updates; participate in planning | Journal Calendar | Ask questions Express needs and objections Give feedback on health status Analyze treatment options | Develop a plan for adding a new activity (e.g., journaling, exercise, medicine) to one’s daily activities Discuss what makes it hard or easy to change one’s routine | |
| Take Medicine e.g., follow directions on labels; measure amounts; count pills; plan timing | Clock Calendar Labels | Read and comprehend labels Use clock and calendar to plan when to take medicines Develop reminder cues | Read a medicine label and discuss instructions | |
| Measure and Monitor e.g., use a peak flow meter to determine need for medicine | Measurement tools (e.g., peak flow meter, scale, chart, thermometer) | Measure and record Understand and use measurement scales Use a chart | Keep a daily diary of a measure (such as weight) or an event (such as hours slept) | |

Identify Skills Needed for Successful Management of Chronic Diseases (30 minutes)

Discussion Methods: Small group project

Handouts: Analysis from Tasks to Skills

Newsprints: Analysis from Tasks to Skills (Examples)

Materials: Newsprint paper, markers, tape, adult education standards or curriculum framework if available

Introduce the activity – a small group project (5 minutes)

Explain that participants will now work in small groups to define the skills needed for completing different type of chronic disease management tasks.

- Ask participants to form small groups of three to four people.
- Give each group a handout titled Analysis from Tasks to Skills. This handout has directions for the activity.

Small Group work: Analysis from tasks to skills (25 minutes)

- Provide each group with newsprint and ask each group to work independently.
- Ask members to select one or two activities and identify related tasks, materials and skills.
- Use the newsprint below as an example, but emphasize that there may be several tasks associated with any activity.

| Analysis from Tasks to Skills (Examples) | | |
|--|-----------------------|------------------------|
| Tasks | Materials | Needed Skills |
| Read the label | Medicine bottle label | Reading and vocabulary |

- Check in with each group to answer any questions and observe how the different groups are doing.
- At the end of this activity, ask groups to post their newsprints on the wall so everyone can review them during the break.
- Note: You should save these newsprints for use during Session Three.

Walk About (15 minutes including a 10-Minute break)

During the break, ask participants to walk about, read, and reflect on the ideas posted by the different groups.

Discuss and Analyze Tasks and Skills (15 minutes)

Discussion Methods: Facilitated large group discussion

Handouts: Table of Chronic Disease Management Tasks and Underlying Skills

Review the table for examples of tasks and skills

- Distribute the handout titled Table of Chronic Disease Management Tasks and Underlying Skills.
- Examine some entries in the first column of the table on the handout. Ask for some examples that would fill in the rows. If groups did not address all categories in the tables, you can refer to the facilitator's table for more examples.
- By sharing ideas, participants will get a sense of the range of skills that might be challenging for ABE students as well as the ways in which an adult educator might address these skills in classroom instruction.

Analyze the skills identified by participants

Ask the whole group the following questions:

1. *How many of these skills are you already teaching in class?*
2. *What skills are not being addressed in your classrooms?*
3. *Given the diverse range and complexity of activities needed for managing a chronic disease, how will you decide which skills to focus on in your classroom?*

Note: At the end of this activity, be sure to collect and save the group newsprints because you will need them again during Session Three.

PLANNING ACTIVITIES (55 minutes total)

Review Sample Lessons (40 minutes)

Discussion Methods: Pair discussions and facilitated large group discussion

Handouts: Sample Lesson Packet

Distribute and briefly review the Sample Lesson Packet (10 minutes)

Ask the participants to work in pairs with someone who teaches in the same area (e.g., ESOL, ABE, and GED) or with students at a similar learner level (e.g., beginning English proficiency, advanced GED students). This will enable pairs to discuss the appropriateness and applicability of the various lessons within their own teaching context.

- Explain the goal of this activity: To examine *one* of the lessons in the Sample Lesson Packet in depth.
- By the end of this activity, participants should have either identified a lesson (as is or modified) that they will try out in their own classrooms or generated some other ideas for their own lessons.
- Explain that most of these lessons lay the groundwork to pursue project-based learning activities in the classroom. These activities enable students to develop skills in the context of a project. The follow-up activities to the lessons include suggestions for several projects that students can do, such as conducting an interview with a person with a chronic disease, researching a chronic disease on the Web, or creating graphs based on data the students collect themselves.

Review and evaluate one sample lesson (20 minutes)

- Ask participants to quickly scan the sample lessons and choose one lesson to examine in depth. Then ask them to consider the questions on the Lesson Review Sheet found in the Sample Lesson Packet.
- **Optional (If time permits)**
Ask each pair to find another pair who reviewed the same lesson and discuss their reactions to the lesson. Alternatively, ask each pair to find another pair who teaches in the same area or at the same level and discuss their reactions to the lesson they reviewed.

Bring the participants together as a large group (10 minutes)

Facilitate a group discussion with a focus on an initial evaluation of the sample lessons.

- First, ask each pair to name the lesson they examined.
- Then use the following questions to guide the large-group discussion.
 1. *To what extent do the sample lessons address your students' concerns and issues discovered through the needs assessment activity?*
 2. *Which lessons do you anticipate trying out in your classes? Why?*
 3. *To what extent will you need to adapt or alter the lesson plans?*
 4. *What other topics or types of skills are not covered in this packet but would be of interest to you and your students?*

Review the Assignments for Session Three (15 minutes)

Discussion Methods: Brief presentation

Handouts: Math Readings

Introduce the assignment: To teach a sample lesson before Session Three

- Explain that the lessons in the packet are just *sample* lessons and that participants should feel free to modify them for use in their own classrooms or generate their own lessons.
- After they teach a lesson, participants should complete the Post-Teaching Reflection Sheets (located in the Sample Lesson Packet) and bring these back to Session Three.
- Ask for questions or comments about the assignment.

Ask participants to find a partner for this assignment

- Ask participants to find a partner for this assignment (perhaps someone they worked with in an earlier activity) so they can talk between sessions about the assignment.
- Ask the pairs to exchange names and phone numbers so that they can speak with each other before and after teaching a sample lesson.
- Encourage them to:
 - Discuss the assignment and any problems they anticipate
 - Discuss how the lessons went
 - Share their findings and observations

Distribute the reading assignments

Note that all of these readings focus on math skills. Managing a chronic disease often requires skills related to measuring, using or reading scales, and interpreting numbers. If you plan to lead the regular three-hour version of Session Three, ask participants to read at least one of the handouts listed for the optional expanded session.

Reading assignments for an Expanded Session Three (6-hour session)

If you plan to offer the expanded version of Session Three, add the following reading assignments:

- *Math is Healthy* by Martha Merson, a paper developed for the National Center for the Study of Adult Learning and Literacy (NCSALL).

Explain that this paper highlights the role of math in adult education instruction. A reading guide contains questions that highlight key points. A sample math lesson, *Body at Work – Tables and Rules*, from EMPower Mathematics* is also included for review.

- Optional Readings (3):
 - *Not Just a Number: Critical Numeracy for Adults* by Sandra Kerka
 - *Numeracy in the Adult ESL Classroom* by Tom Ciancone
 - *How Adults Learn Basic Math* by Ellen McDevitt

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CLOSURE ACTIVITIES (20 minutes total)

Session Review (15 minutes)

Discussion Methods: Facilitated full group discussion, The Dance and the Balcony

Content Review

Briefly remind participants of the purpose of Session Two:

- To expand our understanding of the range of language, literacy, and numeracy skills that underlie chronic disease management tasks
- To prepare participants to try out some sample lessons with their students

Methods Review – The Dance & the Balcony

- Remind participants about the purpose of the *Dance and Balcony* activity:
 - To reflect on the discussion methods used for activities during this session
 - To identify discussion methods that might be useful in the classroom
- Review the following discussion methods and activities from Session Two. Then ask participants to identify the discussion methods that they feel would be effective for use in their classrooms. Use the table below to help you facilitate this discussion.

| Session Two Discussion Methods | Activity Examples |
|------------------------------------|--|
| Large Group Facilitated Discussion | Review results of in-class needs assessments |
| Brainstorm | Identify chronic disease management activities and tasks |
| Small Group Project | Identify skills needed to manage chronic diseases |
| Walk About | Review small group work |
| Small Group (Pairs) Discussion | Review sample lessons |
| The Dance and the Balcony | Reflect on the discussion methods used during this session |

Session Evaluation and Closing Notes (5 minutes)

Handouts: Session Two Evaluation Form

Session Evaluation (5 minutes)

- Distribute the **Session Two Evaluation Forms** and ask participants to complete them. Collect the evaluation forms before the participants leave.

Closing Notes

- Thank the participants for their contributions during this session.
- Take a minute or two to address any logistical issues related to Session Three.
- Post the date, time, and place for Session Three.

Notes



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