

Skills for Disease Prevention and Screening

Session One Materials

Materials and Preparation

- DVD - *In Plain Language* (located in the front pocket of the Study Circle+ binder)
- DVD player
- Newsprints (flip charts) and markers
- Overhead projector (optional)

Newsprints (flip charts) or overhead transparencies (3)

We typically refer to these materials 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"> ▪ Why Health Literacy Is Important for ABE/ESOL Students ▪ Challenges and Barriers to Disease Prevention and Screening Activities

Handouts (8)

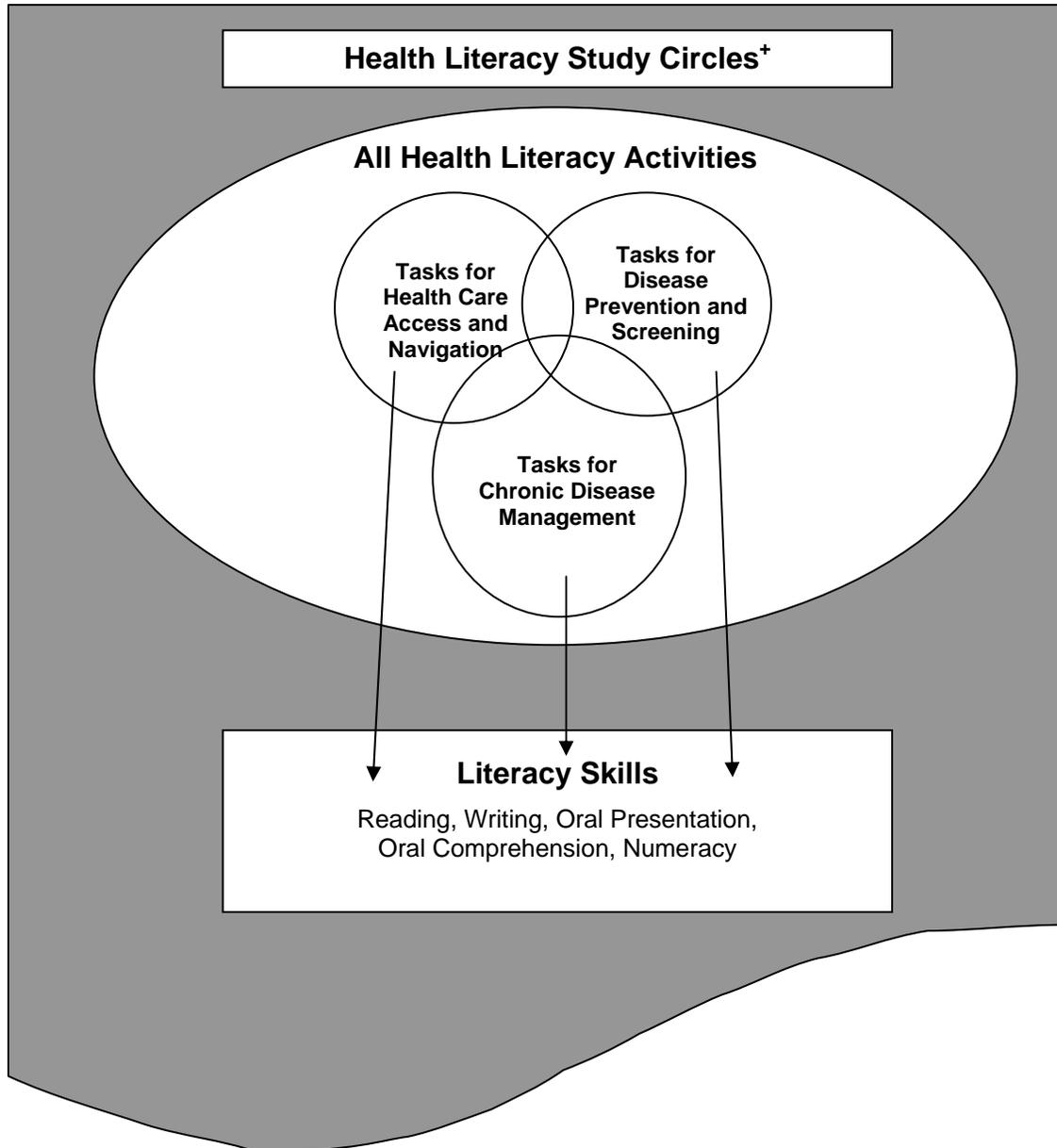
Make copies of the following handouts before the session begins. Note that handouts for each session are located after each session booklet.

1. An Overview of the Health Literacy Study Circles+
2. Session One Objectives and Agenda
3. In-Class Needs Assessment Packet, which includes three handouts:
 - Identifying Student Challenges and Barriers in Disease Prevention and Screening
 - After Conducting the Needs Assessment
 - Lesson Plan and Handouts
4. Your Disease Risk: On-line Risk Assessment Assignment
5. Session One Evaluation Form

Sent out before Session One

1. Skills for Disease Prevention and Screening: Goals and Objectives
2. Participant Definition of Health Literacy
3. The Development of the Guides to the Health Literacy Study Circles+
4. *A Maturing Partnership* by Rima E. Rudd
5. The River Parable

An Overview of the Health Literacy Study Circles⁺



All Health Literacy Activities: This represents a broad array of health literacy activities that take place at home, at work, in the community, and in health care settings. These activities include tasks and skills related to health promotion, health protection, disease prevention, health care and maintenance, and health care system navigation.

Three Health Literacy Study Circles⁺: The three smaller circles represent the three areas of critical importance documented in health research.

1. *Tasks for Health Care Access and Navigation* (with a focus on access to care): Poor people have limited access to health care and minority population groups are more likely to face bias when trying to “navigate” through the health care system.
2. *Tasks for Chronic Disease Management* (with a focus on care and maintenance): People without a high school diploma are more likely to die from a chronic disease than are those with more education.
3. *Tasks for Disease Prevention and Screening* (with a focus on early detection): Poor people and those from minority groups are less likely to use preventive services and screening programs.

Three Groups of Activities: These study circles could have addressed many different groups of health activities. These three areas were chosen because they have been highlighted as areas of the greatest health disparities in the U.S. Improvements in each of these areas can help reduce existing disparities and improve the health of those who are poor, those without a high school degree or GED, and those who are from minority populations.

Literacy Skills: The literacy skills include reading, writing, oral presentation, oral comprehension, and numeracy. Disease Prevention and Screening involves concepts such as risk and probability, and awareness of and attention to public health and medical postings in the media, as well as tasks such as filling out forms, reading and signing informed consent documents, and working with numbers illustrating levels of risk.

Adult Educators’ Contributions: To address needed improvements in the areas of health care access and navigation, chronic disease management, and disease prevention and screening, effort is required on the part of both health care professionals and educators. Health professionals often focus on health content and on the actions people need to take; however, they rarely consider the skills that people need in order to understand health care information and to take appropriate actions. Adult educators have both an understanding of the challenges posed by a variety of health materials and health related tasks and the capacity to develop the skills needed to accomplish these tasks.

The Health Literacy Study Circles⁺ are designed to help adult educators make their contribution to this overall endeavor by focusing on skills that fall within the realm of ABE and ESOL programs in all three critical health areas.

Skills for Chronic Disease Management

Session One

Session One Objectives

One of the principal goals for this study circle is to prepare participants to help their students develop basic skills related to chronic disease management.

During Session One, participants will:

Develop a shared definition of “health literacy”

- Identify activities people engage in as they attempt to avoid disease or discover a disease at a very early stage
- Identify literacy-related barriers and issues faced by those who want to engage in prevention and screening activities
- Prepare to conduct an assessment of student needs and a personal risk survey

Session One Agenda

Introductory Activities (40 minutes)

- Welcome and Introductions
- Overview of the Health Literacy Study Circles+
- Review the Study Circle+ Goals, Objectives, and Agenda

Discussion & Analysis Activities (90 minutes including the break)

- Reflect on Health Literacy Readings
- ~ Take a 10-Minute Break ~
- View and Discuss the DVD *In Plain Language*
- Discuss Experiences and Observations

Planning Activities (30 minutes)

- Prepare for the Dual Assessment Activities

Closure Activities (20 minutes)

- Session Review
- Session Evaluation

In-Class Needs Assessment Packet

The In-Class Needs Assessment Packet includes the following materials:

- Identifying Student Barriers and Challenges in Disease Prevention and Screening
- After Conducting the Needs Assessment
- Lesson Plan and Handouts

Assignment

Use this activity in your classroom to learn more about your students' experiences with the health care system and to help you identify the challenges and barriers your students encounter.

Talk with your study circle partner between sessions:

- Discuss the assignment and any problems you anticipate.
- Discuss how the assessment went with your students.
- Share your findings and observations.

Identifying Student Barriers and Challenges in Disease Prevention and Screening

Note to participant

You are asked to carry out the attached lesson with your students in the interim between Session One and Session Two of the Study Circle+ on Disease Prevention and Screening. The lesson is meant to serve as a needs assessment tool to enable you to learn more about your students' experiences with screening, early detection, and prevention, including their challenges and barriers to taking care of themselves and their families.

What is a needs assessment?

A needs assessment identifies needs in relation to an issue or service. Many assessments identify “felt needs” and pose the question: *What do you need vis a vis a particular issue?* Some assessments identify needs as perceived by an outside observer or professional: *Given what I have observed, X is missing in this community or Y is very hard for most people.*

In this case, you are asked to conduct a needs assessment to find out “what’s going on” with your students’ experiences with disease prevention and screening activities, specifically their challenges and barriers understanding preventive measures and taking preventive steps in their own health care. The term “needs assessment” typically implies that we are looking for students’ needs or identifying problems in the students’ experiences. Another way to think about this needs assessment activity is to think of yourself as conducting an “inventory” of your students’ experiences with prevention and screening activities to get insights into their strengths and needs in taking care of their own health.

Conducting the needs assessment

In preparing to teach this lesson, we strongly recommend that you carefully review the entire lesson plan and materials. You are encouraged to modify the lesson to suit your classroom needs.

You may also contact your study circle partner to discuss the needs assessment and any questions or issues you have about modifying the lesson plan provided.

Identifying Student Barriers and Challenges in Disease Prevention and Screening: Lesson Plan

Disease Prevention and Screening Tasks Addressed in This Lesson

- Students will increase their understanding of disease prevention and screening in health care.
- Students will have an opportunity to talk about the difficulties and barriers to prevention and screening.

Time

1 hour

Materials

- Student Handout (1)
- Poster Paper
- Markers

Purpose

Students will have the opportunity to talk about what *prevention* in health care means to them. In analyzing a common saying, “*An ounce of prevention is worth a pound of cure,*” students will begin to reflect upon and analyze their own experiences and knowledge base about preventive health care, especially screening activities. They will have an opportunity to discuss barriers to screening and contemplate possible strategies to overcome these difficulties. After this lesson, teachers will be able to identify the preventive health care concerns that their students face. This feedback will inform teachers’ subsequent lessons to develop students’ skills for prevention and screening.

Steps

1. **Warm-up Discussion: Explore the meaning of *prevention* in health care.** Write the quotation, “*An ounce of prevention is worth a pound of cure,*” on the board, and invite the students to share their thoughts on the message of the quotation. Encourage students to use their dictionaries or ask one another for help in defining key words, such as *ounce*, *prevention*, *worth*, *pound*, and *cure*. Use the following questions to guide the discussion.

- *What is the message of this quotation?*
- *Do you agree with the message of the quotation? Why or why not?*

Next, ask students to think about their own prevention activities by posing the following questions:

- *Have you ever done something to prevent yourself from getting sick? How did you know that you might get sick? What did you do to prevent it?*
- *What other things do you do to protect your health and avoid getting sick?*

Use student responses to create a list of preventive actions.

Here is a sample list of things that students may say that they do to protect their health:

- *Wear sunscreen*
- *Eat good foods*
- *Get a flu shot*
- *Go to a doctor for a checkup*
- *Take vitamins*
- *Exercise regularly*
- *Avoid stress*
- *Get kids immunized*
- *Take the medicines for my diabetes that my doctor prescribes*
- *Go to a doctor for a special test, like Pap, mammogram, eye test, blood test*
- *Have my cholesterol levels checked*
- *Get blood pressure checked regularly*

Note to instructor. If students do not mention any screenings, offer one or two examples (annual tests, such as the PAP; cholesterol checks; blood pressure checks). Do not worry if the students do not mention the word *screening* at this point. The idea of *screening* will be discussed later in the lesson. After the students have shared their ideas, remind students that health care prevention is something that we have to think about throughout our lives. There are many things that we, as individuals, should learn and do to take good care of our health (and the health of our family). We do things to take care of our health even when we don't feel sick and don't have any complaints about our health. In the next small group activity, students will think about people with different health concerns. Students will talk about the things the people should do to take care of their health.

2. Small group work: Discussion of what people do to stay safe and healthy.

Organize the class into five groups and assign each group one of the five situations featured on the handout, Take Steps to Stay Healthy. Students will work in small groups to talk about their assigned situation. They will also create a list of things the people in the situation can do to take care of their health. Ask,

What do you think the people in each situation should do to take care of their health?

Students will record their ideas on large newsprint so they can easily share their ideas with the rest of the class at the end of the small group work.

Take Steps to Stay Healthy - Possible Responses

1. Javier is a construction worker. He works outside most of the time and also has to lift heavy things. What things can Javier do to take care of his health?
 - *To protect his skin, he should wear sunscreen, and look for changes in moles on his skin.*
 - *To protect his back, he should know how to lift heavy items safely. He should wear a safety belt.*
 - *He works in the sun a lot so he should drink plenty of water.*
2. Maria has a four-year old daughter named Susanna. Susanna's preschool is offering eye and ear testing to all children. Should Maria get her daughter tested? Why?
 - *If Susanna has problems seeing or hearing, this may make it hard for her to speak, understand language, and learn in school. It's good to check her ears and eyes now.*
3. Elsa is 35 years old and just found out she is pregnant with her first child. What things should Elsa do so that she and her baby stay healthy?
 - *See a doctor for regular checkups*
 - *Talk to her doctor about getting tested for a special kind of diabetes that happens to pregnant women*
 - *Take special vitamins*
 - *Avoid smoking and drinking alcohol*
 - *Avoid certain foods, like raw fish*
 - *Do moderate exercise*
 - *Get a flu shot*
4. Patrick is a 65-year-old truck driver. He has poor eating habits because he spends so much time on the road. He usually eats fast food. His wife wants him to see a doctor for a physical checkup. Patrick doesn't think it's necessary because he feels healthy. Should Patrick visit a doctor? Why or why not?
 - *Patrick should have his cholesterol checked to make sure he isn't at risk for heart disease.*
 - *The doctor can check to see if Patrick is overweight.*
5. Eve is a 45-year-old single mother. She is starting menopause and her mother recently passed away from breast cancer. What things should Eve do to take care of her health?
 - *See her doctor for checkup once a year*
 - *Get a mammogram*
 - *Exercise and watch her weight*
 - *Talk to her doctor about her family history with cancer*

3. Whole group discussion: Sharing of ideas. Bring the class together as a large group, and invite each small group to present their ideas about their assigned scenario to the rest of the class. As each group presents their ideas, be sure that the large sheet of newsprint on which they recorded the ideas is posted for all to see. After each group has had an opportunity to share their ideas, allow time for the class to add other actions and behaviors that may come to mind not mentioned in the small groups

4. Whole group discussion: Focus on screening. Point out to the students that they have identified many different things that people do for their health when they feel good and may not have any obvious health problems. Write the word *screening* on the board and invite the students to talk about whether they have heard this word used by their doctors and nurses. Use the following questions to guide a class discussion about the word *screening*.

- What does “screen” mean?
[*Note to instructor:* In defining the word *screening*, you may wish to talk about the word in other contexts, such as the purpose of a screen door or a fire screen. You may want to invite students to talk about their experiences with “job screening” or with caller ID which can be used to “screen” incoming phone calls.]
- What is a “screening test”?
[*Note to instructor:* Be sure to highlight that a screening test is used to find possible health problems in people who may not feel sick or have any clear symptoms.]
- What types of screening tests did you talk about when you talked about the situations on the worksheet?
[*Note to instructor:* This question allows you to review the students’ responses to the 5 situations on the worksheet *Take Steps to Stay Healthy* and identify any screening tests that the students identified on their own. Be sure to list any screening tests on the board. Note that it is NOT essential that you or the students provide the technical term for a screening test.]
- What other screening tests do you know about?
[*Note to instructor:* Add these tests to the list on the board.]

After the class has identified several screening tests, ask students to indicate which tests they are familiar with by raising their hands. Tally the number of students who are familiar with the tests, or who don’t know about the test but want to learn more. You may wish to create a chart like the one below on newsprint so that you can record student answers and refer to them later:

Name of screening test	Purpose of test	<u>Tally of student responses</u>	
		“I know about these tests.”	“I don’t know about these tests, but I want to learn more.”
<i>mammogram</i>	<i>to check for breast cancer</i>		
<i>eye test</i>	<i>to check if someone has vision problems, like glaucoma</i>		
<i>hearing test</i>	<i>to check if someone has hearing problems</i>		
<i>spine test</i>	<i>to check if someone has a curve in their backbone(to check for scoliosis)</i>		
<i>cholesterol check</i>	<i>to see if cholesterol levels are too high, need to change diet</i>		
<i>blood pressure check</i>	<i>to see if blood pressure is too high</i>		
<i>Pap test</i>	<i>to check for problems in the reproductive parts of the female body, the cervix</i>		
<i>cancer screens</i>	<i>to look for cancers such as in the breast, colon, prostate</i>		
<i>dental check-up</i>	<i>to look for tooth problems, like cavities</i>		

Note to instructor. This sample chart lists some common screenings that your students may talk about. If they do not mention these examples, you may wish

to offer them so that students learn about the variety of screenings that doctors and nurses may do. Keep your tallied responses in mind as you prepare to share your findings in Session 2 of the Study Circle⁺.

5. Whole group discussion: Focus on barriers to screening. Point out to the students that doctors often encourage us to get screened for various health conditions. However, many people do not get screened. Why is this? Invite students to generate a list of barriers to screening and record their responses on newsprint so that you can refer to them later. Pose the following questions to prompt the discussion:

- What is difficult about screening?
- Why do you think people don't get screened?

Record student answers as a list. A sample list of problems is provided here:

- *We don't know about the kinds of tests that we should get.*
- *Vocabulary about the different tests is too complicated.*
- *The tests might be too expensive. My insurance won't pay.*
- *I don't know which tests are right for me (for my kids, etc.)*
- *I am not comfortable talking to my doctor about things like Pap tests. It's embarrassing.*
- *It's hard to know what is the right thing to do to stay healthy, like, is red wine good for you or not? Can I eat eggs every day? Can I have bacon once in a while? I am scared to get tested.*
- *What if I get a test and the result is bad? Maybe my insurance will go up. Or they might not cover me after that.*

Note to teacher. Keep your students' list of barriers in mind as you prepare to share your findings in Session 2 of the Study Circle⁺.

ESOL Teaching Tip

This needs assessment activity will likely raise issues related to the particular cultural and linguistic needs brought by adult ESL students and their families to the health care context. For example, adult ESL students may not be able to communicate well in English with their doctors nor understand the literature that is provided to them. Adults of Muslim faith, for example, may be required to show modesty during a physical examination. If time allows, ask the students to generate a list of some ways that health practices in the U.S. are different from health practices in their home countries. You can title this list *Cultural differences in health care*. Some possible student responses are provided below.

Cultural differences in health care

- *In the U.S., doctors will tell you good and bad news. But in my country, doctors do not tell bad news to the patient.*
- *In my country, it's not respectful to ask the doctor too many questions. In the U.S., a patient is supposed to ask questions.*
- *In my country, you shouldn't look right at the doctor. It's rude. If I don't look at the doctor in the U.S, the doctor might think something is wrong with me.*

Advanced ABE and GED Teaching Tips

To make the lesson more challenging for students, use the lesson as a writing exercise. Instead of brainstorming as a large group in Step 1, ask the students to discuss the quotation *An ounce of prevention is worth a pound of cure* in pairs and then begin outlining an essay (descriptive essay or personal narrative) in response to the quotation.

Follow-up Activities

1. Survey activity. Students survey 5 people outside of class about their experiences with screening tests using the survey provided at the end of this lesson. Each student should have 5 copies of the survey. Students can present their responses in class. As a class, students can talk about ways that the survey responses are similar. What screening tests did most people do? Did most people find the tests helpful? Are there common problems that people have with screening tests?

2. Mini-research project about preventive health care. This project may provide the class with an opportunity to develop basic research and library skills. Ask the students to form groups of 3-4 students. Assign each group an area of preventive health care, such as dental care, prenatal care, preventing AIDS, preventing heart disease, preventing skin cancer, or healthy eating. Explain that each group will conduct basic research on their topic and will find answers to the following questions:

What is (prenatal care)?

Why is (prenatal care) important?

What are common (illnesses, or sicknesses) that are associated with prenatal care?

What are some steps that people can take to take care of their (unborn baby)?
Name at least 5.

Direct the students to various Web sites on preventive health care (see Technology Tips in this lesson), or ask them to seek out references and other texts at their local library. Ask each group to prepare a poster that summarizes the information they find and present this information to the class.

3. Writing activity. Ask students to write an essay in response to the following quotation by Mark Twain (American author, 1835-1910): *The only way to keep your health is to eat what you don't want, drink what you don't like, and do what you'd rather not.* Students can explain what they think the quotation's message is, and whether or not they agree. Students can also share a personal experience that relates to the message of the quotation.

4. Creating a class resource file. Gather pamphlets, Web resources, and other materials related to preventive health care and screening. Ask the students to rate how clear and informative the materials are. Build a classroom file on screening and preventive health care.



Take Steps to Stay Healthy

Read and discuss each situation. Each situation is about a different health issue. What do you think the people in each situation should do to take care of their health?

1. Javier is a construction worker. He works outside most of the time and also has to lift heavy things. What things can Javier do to take care of his health?
2. Maria has a four-year old daughter named Susanna. Susanna's preschool is offering eye and ear testing to all students. Should Maria get her daughter tested? Why?
3. Elsa is 35 years old and just found out she is pregnant with her first child. What things should Elsa do so that she and her baby stay healthy?
4. Patrick is a 65-year-old truck driver. He has poor eating habits because he spends so much time on the road. He usually eats fast food. His wife wants him to see a doctor for a physical checkup. Patrick doesn't think it's necessary because he feels healthy. Should Patrick visit a doctor? Why or why not?
5. Eve is a 45-year-old single mother. She is starting menopause and her mother recently passed away from breast cancer. What things should Eve do to take care of her health?

Survey about screening tests

Make 5 copies of this survey. Talk to 5 people outside your class and write down their answers. Ask each person the following questions:

1. Look at this list of screening tests. Have you ever had one of these screening tests? Put a check (☑) next to the tests you have done.

mammogram

eye test

hearing test

high cholesterol check

*high blood pressure
check*

Pap test

cancer screening test

dental check-up

2. Why did you have the screening test? (Did a doctor tell you to have the test done? Did you decide by yourself to do the screening test?)

3. Was the screening test helpful? Why or why not?

4. What was difficult about the screening test?

Your Disease Risk On-line Risk Assessment Assignment

As part of your information gathering on individual perceptions related to disease prevention and screening, you are asked to take the on-line “Your Disease Risk” survey developed by the Harvard Center for Cancer Prevention. This Web site features an interactive questionnaire that enables you to assess your personal risk for any one of several well-known diseases, including cancer, diabetes, osteoporosis, and heart disease. Please keep in mind that information from the assessment WILL NOT be shared with anyone. Discussion in Session Two will focus on feelings related to the experience of taking the assessment, which will be important for developing an understanding of why people do and do not participate in screening programs.

The risk assessment can be found at the following Web site:

<http://www.yourdiseaserisk.harvard.edu/>

For this assignment, you are asked to consider a set of questions both before and after completing a risk assessment for one of the diseases. Please review the reading guide below before beginning one of the disease questionnaires.

Reading Guide for “Your Disease Risk” On-line Tool

Consider these questions before and after you explore the “Your Disease Risk” Web site. Spend some time thinking about questions #1-4 below before you complete one of the interactive questionnaires. After you have completed one of the questionnaires, spend some time thinking about question #5-7. You are encouraged to take notes on your responses (e.g., in a reading journal) as your reactions to this online tool will be addressed in Session Two of the Study Circle+.

Before you complete one of the disease questionnaires

1. Click on the link to “prevention” under the heading “What is...?” on the left side of the screen. This section compares “prevention” to “putting in a cross walk at a dangerous intersection. The new cross walk will certainly cut down on the number of pedestrians who get hurt while crossing the street, but it will not totally eliminate the problem because there are many other factors that also come into play.” How is the “cross walk” metaphor useful for thinking about prevention in your own healthcare?
2. What does “risk” mean to you? Take a moment to write down your own definition of “risk.” Then, click on the link to “risk” under the heading “What is...?” on the left side of the screen. How is your definition similar or different to the definition used in on the “Your Disease Risk” Web site?
3. The section “What is... risk?” indicates that “calculating an individual's risk of disease is an inexact science.” How does this statement prepare you to take in the information about your own risk for disease that this Web site is meant to provide?
4. On a scale of 1-5 (with 1 being “not at all confident”, and 5 being “highly confident”), how confident are you about your knowledge of which screening tests are right for you and how often you should have them? Give some possible reasons that can explain your current level of confidence.

At this point, you should select one of the disease options listed. Click on a button corresponding to that disease and complete the questionnaire as instructed. You are free to do questionnaires for more than one disease, but only one is required for this activity

After you complete one of the disease questionnaires

5. Reflect on your risk results. What, if anything, confirmed what you already knew/suspected? What, perhaps, surprised or even shocked you? What information did you find the most useful or least useful?

6. Be sure to read the two links at the bottom of the results page, “What makes up my risk?” and “What does my risk mean?” What ideas about “risk” on these two links are important for people to understand if they are to appreciate the meaning of their individual risk results?
7. Can you see how this tool be could be used with ABE/ESOL students? Explain. If yes, how would you make use of this tool in your own classroom?

Session One Materials
Handout 5: Session One Evaluation Form