

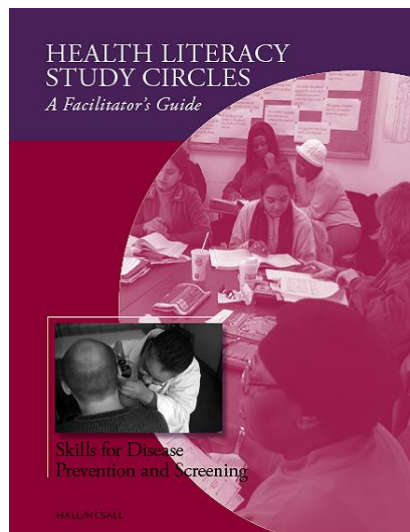
# Skills for Disease Prevention and Screening

## **SESSION ONE:** Introduction to Health Literacy and Disease Prevention & Screening

**HEALTH LITERACY  
STUDY CIRCLES<sup>+</sup>  
HALL/NCSALL 2007**

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# **Skills for Disease Prevention and Screening**



## **SESSION ONE: Introduction to Health Literacy and Disease Prevention & Screening**

**HEALTH LITERACY STUDY CIRCLES+  
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# Notes to Facilitator

Each session in this guide begins with a note to you, the facilitator. As we wrote these notes, we tried to imagine a face-to-face conversation with you in preparation for each session. We have tried to anticipate your questions and provide you with a sense of the planned flow of the session activities.

Every Study Circle+ session has four parts: Introductory Activities, Discussion and Analysis Activities, Planning Activities, and Closure Activities. Each of these parts is designed to engage participants in discussions and activities related to health literacy.

The following information will give you a brief description of the session's activities and the methods you will use to facilitate group discussions.

## About this Session

Session One will set the stage for subsequent sessions, in terms of both the content and the methods used to facilitate discussions. The session activities are intended to introduce the issue of “health literacy” and help you establish a welcoming atmosphere that encourages reflection, discussion and action. This session includes a range of activities designed to engage the group and promote a high level of participation.

## Introductory Activities

The introductory activities of Session One are designed to help participants understand the purpose, structure, and content of the Study Circle+. The introductory activities include a focus on the larger context of health literacy.

You can also clarify expectations and acknowledge the questions and concerns that the participants expressed in their Participant Expectation Sheets.

## Discussion and Analysis Activities

The Discussion and Analysis Activities shift to a more specific focus on disease prevention and screening. The first activity uses the background readings as the basis for discussion. Then the group views the DVD, *In Plain Language*, which features adult learners from an adult education program and illustrates a variety of health literacy issues. It will trigger discussion about health literacy and prevention issues.

Participants will then reflect on their own experiences and perceptions about prevention, with a focus on screening and early detection. As they move from small group discussions to the full group discussion, participants will identify a range of tasks and barriers that they or those they love have faced when making a decision about participating in preventive and screening activities and when they have been told that they are 'at risk'.

Public health and medical practitioners often think about three stages of prevention:

- *Primary Prevention:* Activities healthy people undertake to avoid threats to well-being and to avoid disease development. Most often, prevention activities focus on behaviors such as drinking in moderation, avoiding tobacco, using sun screen, and monitoring bodily functions as appropriate for age and development. These monitoring activities generally take place in visits to health professionals, and include measures such as height and weight, hearing and vision, blood pressure and cholesterol, prostate and Pap tests.
- *Secondary Prevention:* Activities healthy people undertake to catch a disease at a very early stage. Secondary prevention includes activities such as a flu shot or other immunizations, as well as screening for a particular disease. People who engage in these activities are generally considered "at risk." For example, babies and the elderly are at greater risk of dying from the flu than are young adults. Health care workers are more likely to be exposed to the flu than are other people. As a result, they are encouraged to get vaccinated.
- *Tertiary Prevention:* Activities people with a disease undertake to prevent further deterioration. This study circle will not focus on tertiary prevention.

Neither you nor the participants are expected to be experts in any particular screening process, or even to know what is involved. Participants will start from their own experiences and observations. They will look at the types of screening commonly offered. The focus of the work in Session Two will be on problematic concepts such as "risk" and the math skills underlying everyday discussions of risk. The participants will consider how such skills can be addressed in the adult education classroom.

### **Planning Activities**

The planning activities are designed to give participants an opportunity to review the needs assessment work they will do in their own classes between Session One and Session Two. During this section, participants will focus on the classroom plans to examine their students' experiences and perceptions related to prevention and screening.

During Session Two, participants will be asked to discuss the results of their needs assessments and reflect on the information provided by their students related to their own experiences and observations. Note that teachers will also be asked to engage in an on-line health risk assessment and reflect on that experience.

### **Closure Activities**

At the end of Session One and all sessions, you will facilitate the closure activities. The "Content Review" provides an opportunity for you and the participants to summarize the session, and to reinforce and clarify the concepts discussed. You will also review the methods you used to present information and facilitate discussions. This "Methods Review" is designed to help participants identify approaches that they might want to try out in their own classrooms with their students.

Finally, please be sure to leave a few minutes for participants to complete and return their session evaluation forms. After the session, review these forms and make use of the feedback as you see fit.

## The Group Discussion Methods

Throughout this Study Circle+, you will use a variety of discussion methods to present information and facilitate activities. We hope that participants will find these methods helpful and consider using them in their own classrooms. Therefore we ask you to keep in mind that as you facilitate the Study Circle+ activities, you will be modeling these discussion methods for participants to use in the future.

We have given names to these discussion methods in order to highlight the variety of methods used in different activities. These names are also helpful during the summary and evaluation activities at the end of each session.

The discussion methods used in Session One include:

- **Presentation:** Although you should try to avoid a lecture-like approach, there are times when a presentation from you is very important. You will open the session with a presentation on the goals and objectives of the study circle.
- **Small Group Discussions (Dyads and Triads):** Small group discussions enable members of a group to share their thoughts in a comfortable way. Many people, in the company of strangers, are not at ease talking to a large group. Consequently, those who are most comfortable tend to dominate a large group discussion. The Study Circle+ begins with small group work so that everyone has an early chance to participate and has an opportunity to work with and meet others.
- **Report Out:** Small groups share some part of their discussion. This format provides a structure for sharing in a large group and eases the way for large group discussions.
- **Expanding Discussion (Small group to large group work):** The Expanding Discussion can be used to establish a comfortable environment and is suitable for participants who may not know one another. This discussion expands by the size of the group (from two to four to whole group) and by the type of content (from personal to more general topics).

The Expanding Discussion generally begins with small groups of two people who introduce themselves and share an experience.



This offers a comfortable starting point for people who are not at ease speaking in a large group. Next, two pairs come together and form a small discussion group. Then they address issues that move beyond their personal experiences and they prepare a summary of their discussion to be presented to the larger group.

When all of the groups come together, the smaller groups present their summaries. This enables the entire group to share the same knowledge base. Then the entire group is prepared for a facilitated discussion with a focus on broader issues.

Depending on the size and layout of the room, the small group summaries can be presented orally or posted on newsprints so the participants can briefly walk about and see the notes from all groups.

- ***A Trigger:*** A discussion trigger may be a picture, a film, a story, or a brief presentation. It is so named because it “triggers discussion”. In addition, a trigger enables all participants to have the same starting point for discussion.
- ***The Dance and the Balcony:*** This activity is a metaphor for analyzing the methods used during the session to generate group discussions. The purpose of this activity is to highlight the different ways you have structured 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. Note that you will be conducting similar processes at the end of each session.

**First meetings can be both daunting and exciting.  
Be prepared, share your enthusiasm, and enjoy!**



# Overview: 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 disease prevention and screening.

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

## Time

- 3 hours

## 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

## Materials and Preparation

- The DVD, *In Plain Language*, is located in the front pocket of the study circle binder
- DVD player
- Newsprints (flip charts) and markers
- Overhead projector (optional)

## Newsprints (flip charts) or Transparencies (3)

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

To be prepared ahead	To be completed during the session
	<ul style="list-style-type: none"> <li>▪ Why Health Literacy Is Important for ABE/ESOL Students</li> <li>▪ Challenges and Barriers to Disease Prevention and Screening Activities</li> </ul>

## Handouts (7)

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<sup>+</sup>
  2. Session One Objectives and Agenda
- In-Class Needs Assessment Packet, which includes three handouts:
3. Identifying Student Challenges and Barriers in Disease Prevention and Screening
  4. After Conducting the Needs Assessment
  5. Lesson Plan and Handouts
  6. Your Disease Risk: On-line Risk Assessment Assignment
  7. 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 Health Literacy Study Circles<sup>+</sup>
4. *A Maturing Partnership*
5. The River Parable

# Session One: Introduction to Health Literacy and Disease Prevention and Screening



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## **INTRODUCTORY ACTIVITIES (40 minutes)**

### **Welcome and Introductions (15 minutes)**

**Discussion Methods:** Presentation by you, the facilitator

**Handouts:** Participants' Expectation Sheets  
Study Circle Contact List

#### ***Welcome***

Welcome participants to the first meeting of the Health Literacy Study Circle+ on Disease Prevention and Screening. Introduce yourself and state your role as facilitator. Explain how you came to facilitate this study circle and who is sponsoring it. This might be a good time to circulate an address list so participants can keep in touch between sessions for different assignments.

#### ***Introductions***

Ask participants to introduce themselves briefly by giving their names, roles, and programs. Also, ask them to briefly indicate (1/2 minute) whether they have had any experience teaching health topics or health-related skills in adult education programs.

#### ***Comment on Participant Expectations Handouts***

- Comment on the responses to the Participant Expectations handouts that were distributed to the participants before Session One and returned to you. (If you did not receive any of the completed forms ahead of time, invite participants to briefly share their expectations now).
- Identify those expectations that will be covered and during which session.

## Overview of the Health Literacy Study Circles+

(10 minutes)

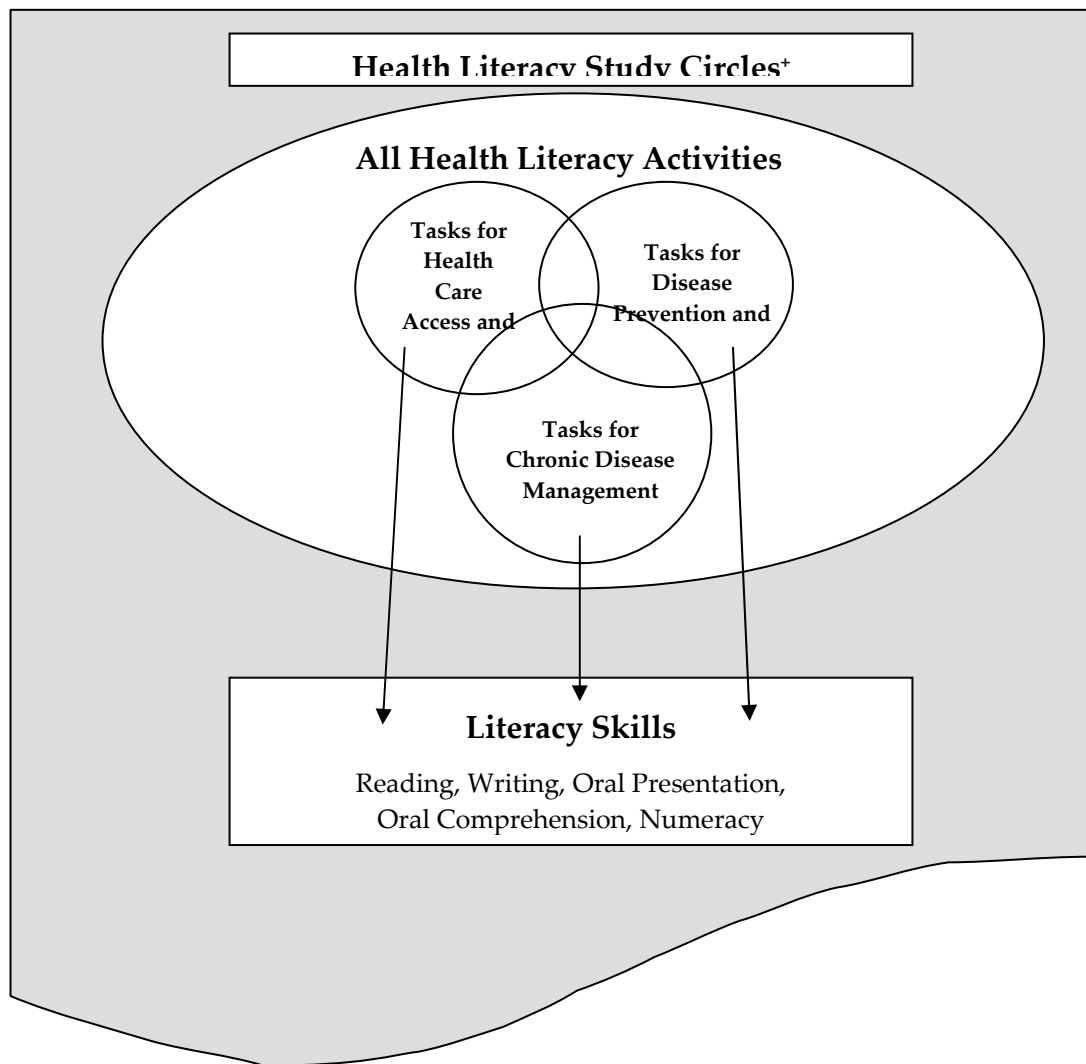
**Discussion Methods:** Presentation

**Handouts:** Health Literacy Study Circles+ Graphic depiction and description

### *Introduce and discuss the Study Circle+ Graphic*

Pass out the Overview of the Health Literacy Study Circles+ handout (graphic and description)

- Take a few minutes to explain the rationale behind the development of the Health Literacy Study Circles+.
- Explain to participants that this graphic represents an overview of the Health Literacy Study Circles+.
- Briefly describe the parts of this graphic (see handout).





- You may want to draw on some of the information included in the handout as you explain the diagram.
- Conclude with the following statement:

*Adult educators are NOT expected to become health experts and are certainly not expected to know about specific screening methods or individual risk factors. However, adult educators are experts in literacy skill development and can teach many of the skills adults need to engage in disease prevention and screening activities.*

## **Review the Study Circle+ Goals, Objectives, and Agenda**

(15 minutes)

**Discussion Methods:** Presentation by facilitator

**Handouts:** Skills for Disease Prevention and Screening: Goals and Objectives

Session One Objectives and Agenda

### ***Briefly review the Goals and Objectives for this Study Circle+***

- Ask participants to review the handout titled Skills for Disease Prevention and Screening: Goals and Objectives that they received before Session One.
- Note that this Health Literacy Study Circle+ includes a practical component that requires participants to engage in classroom work between sessions. Of course, participants are expected to modify classroom assignments based on their own teaching styles and students' needs.
- Tell participants that they will explore their students' needs and interests after this session and before Session Two.  
Between Sessions Two and Three, they will try out a sample lesson in their classes. Then they will reflect on their class experiences and work with peers to develop their own lessons, units, and strategies for integrating health literacy activities into their programs.
- Ask if anyone has any comments or questions.

### ***Review the Objectives and Agenda for Session One***

- Distribute and review the Session One Objectives and Agenda.
- Ask if anyone has any comments or questions.

## **DISCUSSION & ANALYSIS ACTIVITIES**

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

### **Reflections on Health Literacy Readings**

(20 minutes)

**Discussion Methods:** Pair Discussion and Brief Report

**Handouts:** The Development of the Health Literacy Study Circles+  
A Maturing Partnership  
Participant Definition of Health Literacy

#### ***Explain the process to be used for this first activity***

- Explain that participants will have an opportunity to share their thoughts about the following readings sent out before Session One:
  - *The Development of the Health Literacy Study Circles+*
  - *A Maturing Partnership*
- Ask participants to partner with someone they do not know (if possible) for a 5 to 8 minute discussion about the background readings. Highlight the fact that pair work offers a comfortable way for people to begin working together and sharing their thoughts.
- Let participants know that you will offer a one-minute warning before you ask them to stop their discussion.
- Let participants know that groups will be asked to report some insights gained from the readings.

#### ***Provide a discussion outline***

- Begin by introducing yourself to each other.
- Briefly share your reactions to the reading and focus on two questions:
  1. *How did the readings change or support your own definition of health literacy?*
  2. *What, if any, new insights did the readings offer?*

#### ***Time group discussion***

- A quiet room generally signals the end of discussion. Monitor the time and bring the pair discussion to a close within 5 to 8 minutes.

***Ask pairs to report back (10 minutes)***

- Ask volunteers to report to the whole group and offer definitions of health literacy.
- Ask volunteers to report to the whole group and share insights gained.

***Summarize***

- Provide a brief summary of the comments after all volunteers have reported.

**TAKE A 10-MINUTE BREAK**

**View and Discuss the DVD, *In Plain Language***

(30 minutes)

**Discussion Methods:** Use a DVD as a trigger for a large group discussion

***Introduce and view the DVD, In Plain Language (20 minutes)***

- Explain that the DVD is used as a vehicle to set the stage for an expanded discussion of health and literacy. Thus, the DVD triggers discussion and provides a common context. The DVD deals with the topic of health literacy from several perspectives.
- Before you view the DVD, read or post the following questions to guide participants' viewing.
  1. *What are some of the literacy-related challenges people face in everyday life?*
  2. *What are some of the challenges related to disease prevention and screening issues?*
- Ask participants to pay particular attention to the brief story of a learner who is trying to understand the results of her daughter's screening.
- Play the DVD.

***Facilitate full group discussion (10 minutes)***

- Ask for brief reactions to the DVD.
- Ask for responses to the questions noted above:
  1. *What are some of the literacy-related challenges people face in everyday life?*

2. *What are some of the challenges related to disease prevention and screening issues?*

- Finally, pose the following question:

*If a colleague in your program asked, why would you say that health literacy is important for ABE/ESOL students?*

- Note responses on a newsprint.

## **Why Health Literacy Is Important for ABE/ESOL Students**

### **Reflection and Discussion of Our Own Experiences and Observations**

(30 minutes)

**Discussion Methods:** An expanding discussion

Explain that in this next activity, participants will explore their own experiences and observations with disease prevention and screening activities.

#### ***Introduce the Expanding Discussion Method (5 minutes)***

The expanding discussion activity begins with a brief discussion in pairs (about 7 minutes), moves to a four-person discussion as two pairs come together (10 minutes), and then moves to the larger group. Be sure to offer a one-minute warning before asking participants to move on to the next step.

#### ***Participants work in pairs (~7 minutes)***

- Ask participants to assemble in pairs and to choose someone they have not yet worked with. Tell participants to focus on two questions and suggest that they consider "revealing" whether or not they engage in the activities listed:
  1. *What are some common activities related to disease prevention?*

The list might include working in a safe environment, living in a neighborhood with safe water and clean air, maintaining good nutrition, engaging in daily physical activity, getting 8 hours sleep, no smoking, moderate drinking, etc.

2. *What are some commonly recommended screening tests for people your age?*

***Participant pairs partner with another pair to work in small groups of four (~8 minutes)***

- Ask each group of two to join with another to form groups of four.
- Ask each group to reflect on the background reading labeled “The River Parable”
- After a few minutes, ask each group of four to speculate on why some people do not engage in recommended screening activities.

***Report to the full group to generate a list and add to it (10 minutes)***

- Record: Ask for a volunteer to record group responses and generate a list on newsprint or on an overhead.
- Report: Ask a volunteer from each group to report on their list of “barriers” to preventive activities and screening opportunities.
- General Discussion: Ask participants if they can add barriers to this list.
- Ask participants to think about their current students and speculate about what barriers they might face.
- Note that this Study Circle+ addresses many of these issues.

## Challenges and Barriers to Disease Prevention and Screening Activities

- 1.
- 2.
- 3.

### Barriers our Students Might Face

- 1.
- 2.
- 3.

***Introduce the In-Class Needs Assessment activity***

- Tell participants that the next activity is structured to help them prepare for work with their students. They will first need to gain some insight into their students' interests and challenges.
- Point out that, in the next part of this session, you will review a needs assessment activity that facilitates that process.

## **PLANNING ACTIVITIES (30 minutes total)**

### **Prepare for the Dual Assessment Activities**

(30 minutes)

**Discussion Methods:** Presentation and full group discussion

**Handouts:** In-Class Needs Assessment Packet, Identifying Student Barriers and Challenges (distributed earlier)

These activities will prepare participants to conduct a needs assessment in their classrooms between Session One and Session Two of this study circle.

#### ***Introduce Dual Assessment activities (5 minutes)***

- Tell participants that they will carry out two activities before Session Two. They will conduct a needs assessment activity with their students, and they will take an on-line health-risk assessment survey for themselves.
- Tell the participants that they will share the needs assessment findings but that they will NOT share the results of their own risk assessments.

#### ***Review classroom-based needs assessment activity (10 minutes)***

Explain that the purpose of the needs assessment activity with students is to learn more about students' perspectives on and experiences with disease prevention and screening activities. The students will discuss what people need to understand, believe, and do to engage in such activities.

- Ask participants to look at the packet titled Needs Assessment Activity: Identifying Student Barriers and Challenges in Disease Prevention and Screening. This packet includes a cover sheet, lesson plan and handouts.
- Explain that you would like participants to use this activity in their classrooms as suggested in the lesson plan (or with some modifications).

Pose the following questions for discussion:

1. *Is this activity suited to your students' skill level, proficiency level, or level of comfort?*
2. *Where might your students have trouble?*
3. *How might you modify the lesson for your class?*
4. *Are there any barriers that would prevent you from trying out this activity with your students?*
5. *What suggestions do you have for overcoming some of these barriers?*
6. *What are the benefits of doing this activity?*

***Problem-solve (5 minutes)***

- If a number of participants anticipate difficulties trying out this lesson with their students, ask group members to offer suggestions for other ways to conduct a needs assessment on this topic.
- Remind participants that if their students raise questions that they cannot answer about specific screening tests, they should not feel pressured to “read up”. For example, a student may ask about the risks involved in different immunizations. The teacher may want to suggest that the student explore this question with a doctor or nurse or, perhaps, consider inviting such a person to class. Explain that the work in class will focus on issues about prevention and screening in general and not about a particular test.
- A participant may also want to encourage his or her students to seek out information at the library or on the Internet to address their questions. (Please note that a list of resources for students is provided in the assessment handouts).

**Review the Health-Risk Assessment Assignment (5 minutes)**

- Distribute the Your Disease Risk On-line Risk Assessment Handout. Explain that this part of the assignment involves going to the Web site listed on the handout, taking the survey, and then answering some questions based on participants’ experience.
- Emphasize the fact that information from the assessment WILL NOT be shared with anyone. Instead, the discussion in Session Two will focus on feelings related to the experience. This discussion will help us understand why people do and do not participate in screening programs and preventive activities.
- Give participants a minute to review the handout and ask any questions.

**Review the Dual Assessment Assignment (5 minutes)**

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



## CLOSURE ACTIVITIES (20 minutes total)

### Session Review

(15 minutes)

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

**Handouts:** Session One Evaluation Form

### Content Review

You may want to ask if anyone in the group is willing to summarize key content areas or make a statement about insights or new information. You or the volunteer will likely highlight the following:

- Definitions of “health literacy”
- Issues and barriers people face in engaging in disease prevention and screening activities
- Assessment activity to understand student perceptions about the pros and cons of prevention and screening

### Discussion Methods Review

- Introduce the Dance and Balcony metaphor. Explain that you would like to take a little time to reflect on the discussion methods – the way in which activities were structured during this session. This activity gives participants a chance to consider how they might use or adapt the different methods used during the Study Circle in their own classes.
- Say to participants:

*Imagine that we have been dancing on a large open dance floor with a balcony above it. It is time to stop “dancing” and move from the dance floor to the balcony to look down and comment on our dancing.*

*When we are dancing, we are engaged in the content of this work. When we “look” at the dance, we can analyze the methods that enabled us to be engaged.*

- Describe some of the discussion methods (such as a trigger to set the stage for discussion, an expanding small group discussion) used to facilitate different activities during this session.

- Ask participants to identify any of the discussion methods that they feel would be effective in their own classrooms. Use the table below to help you facilitate this discussion.

<b>Session One Discussion Methods</b>	<b>Activity Examples</b>
<b>Presentation</b>	Introduction and Overview
<b>Pair Discussion with Brief Report</b>	Review of readings and health literacy
<b>An Expanding Discussion</b>	Our own experiences and observations
<b>Trigger and Facilitated Large Group Discussion</b>	DVD
<b>Review, Analysis, and Group Discussion</b>	Prepare to conduct the In-Class Needs Assessment and to engage in the on-line risk assessment
<b>The Dance and the Balcony</b>	Reflect on the study circle discussion methods and structured activities

## **Session Evaluation**

(5 minutes)

**Handouts:** Session One Evaluation Form

### ***Session Evaluation***

Distribute the Session One 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 Two.
- Be sure to post date, time, and place for Session Two.

# Notes



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