

Skills for Disease Prevention and Screening

Session Four Materials

Newsprints (flip charts) or Overhead Transparencies (2)

The following pages should be prepared on newsprint (flip charts) or copied on overhead transparencies. In the session notes, we typically refer to these materials as newsprints, but feel free to use overhead transparencies instead. Examples of most newsprints are included in the session booklet.

To be prepared ahead	To be completed during the session
	<ul style="list-style-type: none">▪ Unit Ideas▪ Evaluation Options

Handouts (4)

Make copies of the following handouts before the session begins.

1. Session Four Objectives and Agenda
2. Unit Plan Packet (12 pages) – contains the following:
 - Unit Plan Packet Cover Sheet
 - Unit and Evaluation Plans: Issues to Consider
 - Overview: The Health Literacy Unit Template
 - Health Literacy Unit Template
 - Sample Health Literacy Unit
 - An Evaluation Plan for Your Health Literacy Unit
 - Evaluation Plan Template
 - Sample Evaluation Plan
3. Session Four Evaluation Form

From Session Three

4. Lesson Reflection Sheet (your notes after teaching your own lesson)

Skills for Disease Prevention and Screening

Session Four

Objectives

During this session, participants will:

- Analyze the experience of teaching new health literacy lessons
- Discuss lesson plans and unit ideas
- Examine and prepare to use a template as a planning tool
- Generate ideas for measuring success
- Prepare for the assignment between sessions

Session Four Agenda

Introductory Activities (15 minutes)

- Welcome and Review of Session Three
- Review Objectives and Agenda

Discussion & Analysis Activities (130 minutes)

- Share Teaching Experiences
- Share Unit Ideas
- ~ Take a 10-Minute Break ~
- Examine the Unit Template
- Develop an Evaluation Plan

Planning Activities (20 minutes)

- Review the Assignment: Outline of Unit Design and Evaluation Plan

Closure Activities (15 minutes)

- Session Review
- Session Evaluation

Unit Plan Packet Cover Sheet

The materials in this packet were designed to help you create a unit plan and an evaluation plan for that unit. You can use this packet as a guide for the assignment.

This packet includes the following materials:

1. Unit and Evaluation Plans: Issues to Consider
2. Overview: The Health Literacy Unit Template
3. Health Literacy Unit Template
4. Sample Health Literacy Unit
5. An Evaluation Plan for Your Health Literacy Unit
6. Evaluation Plan Template
7. Sample Evaluation Plan

Your assignment for Session Five

Use this Unit Plan Packet to help you:

1. Create a draft of your health literacy unit plan
2. Create an outline for evaluating your health literacy unit

*~ Please bring two copies each of your completed unit
and evaluation plans to Session Five ~*

Unit and Evaluation Plans: Issues to Consider

A number of issues may influence how you choose to design a unit and a plan for evaluating it. Review the items outlined below before completing your assignment for Session Five.

Time: Think about how much time in your classes you can realistically devote to skills related to disease prevention and screening. You might have time for only a few lessons; you may want to carve out a lesson a week; you may have a full week or a month.

Integration: Review other lessons you currently use or might develop that would provide some context or support for your plan. For example:

- You may already have a lesson on asking for clarification at work/at children's school, and you could build on this lesson as you translate the same skills into medical or social service settings.
- You might currently do a life skills lesson on finding community resources for free services and need only create a lesson that focuses on finding free screening opportunities.
- You may find that you already do lessons on percentages /fractions and only need to relate examples to expressions of health risk.

Resources: You will want to consider the resources you have available or might locate to help you develop and carry out your plans. For example, you might already have or might easily find authentic materials, community health resources, possible guest speakers, Web sites and publications on specific topics or articles with background information on health.

Challenges: You will need to anticipate problems you might encounter in carrying out your plans, and think about how to overcome them. You may face issues such as having relatively little discretionary time because you must prepare students for GED tests; you may find that other program staff do not understand the point of health literacy skill development and are therefore not supportive.

Process

The process of developing a plan is an iterative one. We develop goals and plans based on those goals. However, some goals are not easily achievable. Therefore, we suggest that once you have drafted your unit and evaluation plans you cycle back and review the goals and objectives. You may have to modify your goals and/or your objectives based on the time you have. You might have to increase time for the unit by building in practice time between lessons. Allow yourself time to review and revise your plans.

Review and assess the goals and objectives you have set and the lessons/activities you've designed to achieve them. Be sure that they are logically connected. Consider the following questions:

1. Is the goal achievable within the time available?
2. Will the objectives listed lead to the goals you've defined?
3. Will the lessons and activities help accomplish those objectives?
4. Will you be able to determine if the unit has been successful with the evaluation plans you've outlined?

Overview: The Health Literacy Unit Template

The *Health Literacy Unit Template* is adapted from an organizational format developed by John Dirkx and Suzanne Prenger (1997).^{*} The template features the following components:

Thematic focus and/or title

The thematic focus is the grouping of health literacy tasks addressed in the unit. The focus will be a subset of one of the three critical areas addressed in the Health Literacy Study Circle⁺ Series: Access and Navigation; Chronic Disease Management; and Disease Prevention and Screening.

For example, if you are working with Disease Prevention and Screening, you might consider a thematic focus on screening tests. This might include lessons that cover locating screening resources, asking questions of doctors about screening tests, and understanding test results. As another option, you might prefer to focus on skills related to locating and understanding information on disease risk. Such a focus might include lessons on Web searching, understanding probabilities, and consulting with medical professionals.

Student population

Identify the student population (e.g., beginning ESOL, pre-GED, and parents in a family literacy program) and the skill level (e.g., beginning literacy, advanced math) so that others will know for whom the health literacy unit was designed.

Major tasks addressed in this unit

Identify the various tasks related to disease prevention and screening that will be addressed in the six to eight lessons. Health literacy tasks are those activities that people are expected to accomplish, such as getting medical screening tests. These tasks may come from the discussions you have had with your students and the table you reviewed in Session Two of this Study Circle (Table of Disease Prevention and Screening Tasks and Underlying Skills).

Inspiration for unit

Write down your students' words, or describe one of their experiences that prompted you to think about the need for this health literacy unit. This will help you focus on students' concerns and needs as you plan the health literacy lessons.

^{*} Reference: Dirkx, J. M., & Prenger, S. M. (1997). *A Guide for planning and implementing instruction for adults: A theme-based approach*. San Francisco: Jossey-Bass Publishers. Used with permission.

Unit objectives

State the learning objectives that guide your decisions about which six to eight lessons will make up this unit. Objectives should be specific, achievable, and measurable. One such objective might be: students will be able to fill out a medical history form. Another might focus on efficacy building: students will indicate that they feel more confident about being able to ask questions for clarification.

Lesson ideas

Identify six to eight lesson topics that will help you achieve your unit objectives. You may want to create all of your own lessons, or you may want to include lessons developed by others. You may wish to consider how the lessons are sequenced. Ask yourself, *How do my lessons build on each other? Should certain lessons come before others?*

One effective way to help learners acquire complex health literacy skills is to identify the prerequisite skills needed for a particular task, and determine where your learners have mastered them. For example, if you want to teach a lesson on understanding health risk statements, you will likely want to teach lessons that review fractions and percentages before talking about probability.

Skills to be addressed

In order to accomplish health literacy tasks, people need a variety of skills. Lesson plans should focus on reading, writing, speaking, listening, and math skills, as well as efficacy and advocacy. Some examples include reading a chart or table, filling out a form, communicating with medical professionals, and understanding health information.

Group discussion methods

Identify the discussion methods you might want to use with each lesson. Various methods might include pair work, individual reflection and writing, small group discussions, and brainstorming. You will then be able to review the list of discussion methods in the unit to determine if you have used a variety of instructional formats to address various learning styles.

Health Literacy Unit Template **

Thematic focus and/or title of unit:	
Student population and level:	Major tasks addressed in this unit:
Inspiration for unit:	
Unit objectives: Learner will... • • • • •	Lesson ideas (6-8): 1. 2. 3. 4. 5. 6. 7. 8.
Skills to be addressed (<i>e.g., reading, writing, math, oral communication, self-efficacy, self-advocacy</i>)	Group Discussion Methods (<i>e.g., pairwork, brainstorming, small group discussion, individual presentations, role play</i>)

** Adapted from Dirkx, J. M., & Prenger, S. M. (1997). *A Guide for planning and implementing instruction for adults: A theme-based approach*. San Francisco: Jossey-Bass Publishers. Used with permission.

Sample Health Literacy Unit

Thematic focus and/or title of unit: Health Screening Tests	
<p>Student population and level:</p> <p>Intermediate ABE</p>	<p>Major tasks addressed in this unit:</p> <ul style="list-style-type: none"> • Discuss risk for disease with a doctor • Discuss screening tests with a doctor • Outline possible test findings and plan for each type of finding • Make decisions about getting screening tests • Understand screening results • Make plans for follow-up
<p>Inspiration for unit: Many of my students are middle-aged and overweight and have not recently had blood pressure and cholesterol checks. They have concerns about paying for screening tests, and find numbers in results confusing.</p>	
<p>Unit objectives:</p> <ul style="list-style-type: none"> • Learners will be able to understand concepts such as numerical ranges and statements of probability as they pertain to health risks. • Learners will be able to formulate questions about screening tests to ask a doctor. • Learners will be able to design action plans for different possible screening test findings. • Learners will be able to use a decision matrix tool for making decisions about obtaining screening. 	<p>Lesson ideas:</p> <ol style="list-style-type: none"> 1. Vocabulary building: Review names of screening tests, the parts of the body to which they pertain, and the diseases for which the tests screen. 2. Math review: Review percents, decimals, ratios and probability. 3. Practice interpreting health risk statements that students locate in the news/magazines/newspapers. 4. Create skits that help students practice questions for a health professional about the need for, and results of, screening tests. 5. Assess student interests and make sample action plans – e.g., for better diet, exercise. 6. Use the Study Circle+ sample lesson on decision-making.
<p>Skills to be addressed:</p> <p>Oral communication: Request clarification</p> <p>Plan: Develop an action plan</p> <p>Read: Health information</p> <p>Write: Skits and action plans</p> <p>Use tools: Phonebooks, Web</p> <p>Self-efficacy: Feel confident about asking a doctor to explain the purpose of a screening test and what results can reveal</p>	<p>Group Discussion Methods:</p> <ul style="list-style-type: none"> • Pair-work • Brainstorming • Small group discussion • Individual presentations • Role play

An Evaluation Plan for Your Health Literacy Unit

Many evaluators suggest that we focus on two levels of evaluation: process evaluation and outcome evaluation.

Process Evaluation

Carol H. Weiss, a well-known expert on evaluation, defines process evaluation as “a study of what goes on while a program is in progress.”* The purpose of this evaluation will be to understand whether the teaching process is going as planned, whether the students are as engaged as anticipated, and whether activities you designed to build skills are indeed accomplishing what you had hoped they would. Process evaluations enable us to pause and redesign our plans as needed.

Outcome Evaluation

As Weiss notes, outcome evaluation looks at “whether or not the program produced the intended program effects.”** In this instance, an outcome evaluation will determine whether or not your unit has achieved what you had hoped it would. In your outcome evaluation, you will want to consider the effect of the unit on students’ skills, knowledge, attitudes/beliefs, and actions.

How to Draft an Evaluation Plan

The attached two-page template provides one way of organizing your plans for evaluating your unit. Ultimately, you may prefer to use a different format. The purpose of this exercise is to allow you the opportunity to think through what you want to evaluate for your unit and how you might go about doing it. The partially filled in template is provided as an example.

Notes on Process Evaluation

We rarely have the time and luxury to evaluate everything. You will need to determine when feedback is most useful. Consider those aspects of your lessons, such as planned activities or time for practicing a new skill, that you will want to most closely examine. Consider how you might get feedback from students as well as peers. For instance, you might have an informal discussion with your students after a lesson. Ask them, “What did you learn?” or “Did you have enough time?” or “What did you value most/least?” You might also ask a colleague to observe a lesson and students’ reaction to it, to be able to share insights with you.

* *Evaluation: Methods for Studying Programs and Policies* by Carol H. Weiss. Prentice Hall, 1998, p. 335.

** Ibid, p.334.

Notes on Outcome Evaluation

Outcome evaluations help you determine whether a lesson or a full unit achieved the results you had hoped it would. Many evaluators urge us to focus on proximal and distal outcomes. *Proximal outcomes* are those close at hand that can be evaluated immediately, such as increased knowledge, perceptions, and skills. *Distal outcomes* are those that come a bit later and that generally focus on results when new knowledge, perceptions, and skills are applied to real life circumstances. The Study Circle+ authors have proposed a framework for capturing these different outcomes as a way of organizing your evaluation plan. Again, this is one of many ways to organize evaluation plans.

Evaluation Plan Template

<p>Unit Focus/Theme: _____</p> <p>Goal: _____</p> <p>Major Objectives: Students will be able to do the following: _____ _____ _____ _____</p>		<p>Sequence of lesson topics:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8.
Level of Evaluation	Possible Evaluation Questions	Evaluation Measures [How can I get information to answer my evaluation questions?]
Process Evaluation	<p>Do the lessons address student needs?</p> <p>Are students engaged in lessons?</p> <p>Do the activities help students increase their knowledge?</p> <p>Do the activities help students change their perceptions?</p> <p>Do the activities help students develop new skills?</p>	

Evaluation Plan Template (p. 2)

Level of Evaluation	Possible Evaluation Questions	Evaluation Measures [How I will get feedback]
Outcome Evaluation	<p><i>Proximal Outcomes:</i> Have students acquired new knowledge, perceptions, attitudes, and/or skills?</p> <ul style="list-style-type: none"> • Did students increase knowledge? (e.g., vocabulary) • Did students change perceptions? (e.g., increased self efficacy for interacting with social service staff) • Did students develop new skills? (e.g., fill out family health history form) <p><i>Distal Outcomes:</i> When, where, and under what circumstances have students applied new knowledge and new skills?</p> <ul style="list-style-type: none"> • What actions have students taken outside the class? • Have students taught or helped others? • What benefits have students reported? 	

Sample Evaluation Plan

<p>Unit Focus/Theme: Health Screenings</p> <p>Goal: Build skills needed for understanding, participating in, and taking follow-up action on, health screening tests</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Learners will be able to understand concepts such as numerical ranges and statements of probability as they pertain to health risks. • Learners will be able to formulate questions about screening tests to ask a doctor. • Learners will be able to design action plans for different possible screening test findings. • Learners will be able to use a decision matrix tool for making decisions about obtaining screening. 		<p>Sequence of lessons</p> <ol style="list-style-type: none"> 1. Needs assessment: Identify barriers students face to understanding health risks and participating in screening tests. 2. Vocabulary building: Review names of screening tests, the parts of the body to which they pertain, and the diseases for which the tests screen. 3. Web research: Look up on-line information on tests discussed in class and present findings in class. 4. Math review: Review percents, decimals, ratios and probability. 5. Review and practice interpreting health risk statements that students locate in the news/magazines/newspapers. [Use one of Study Circle+ lessons on probability.] 6. Create skits that help students practice questions for a health professional about the need for, and results of, screening tests. 7. Assess student interests and make sample action plans – e.g., for better diet, exercise. 8. Use the Study Circle+ sample lesson on decision-making.
Level of Evaluation	Evaluation Questions	Evaluation Measures
Process Evaluation	<p>Do the lessons address student needs?</p> <p>Are students engaged in lessons?</p> <p>Is there sufficient time for students to practice and build skills?</p>	<ol style="list-style-type: none"> 1. Observation: Match unit goal with findings from needs assessment; ask students what they see as their needs. 2. Class activity: Ask students to provide feedback on the unit lessons.

Sample Evaluation Plan (p. 2)

<p>Outcome Evaluation</p>	<p>Proximal: Did the students increase their knowledge? Did the students change their perceptions? Did the students increase their skills?</p>	<ol style="list-style-type: none"> 1. Class activity: Ask students to match screening test name with associated body part/system and diseases for which test screens. 2. Math test: Ask students to convert expressions of risk into percents, decimals, and ratios. 3. Observation: Ask students to role-play a patient who needs to ask the doctor about the purpose and possible results of a screening test. 4. Action planning: Ask students to outline pros and cons of participating in a particular kind of screening and potential actions that correspond to different test outcomes.
	<p>Distal: Have students applied new skills?</p>	<ol style="list-style-type: none"> 1. Ask students to keep a journal and describe the actions they have taken for themselves or for others. 2. Ask students to write a story. 3. Ask class to tally action taken by members of the class.

