

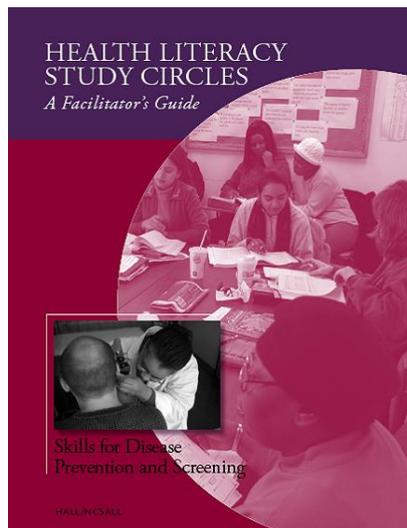
Skills for Disease Prevention and Screening

SESSION FIVE: Developing Strategies for Success

**HEALTH LITERACY
STUDY CIRCLES⁺
HALL/NCSALL 2007**

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Skills for Disease Prevention and Screening



SESSION FIVE: Developing Strategies for Success

HEALTH LITERACY STUDY CIRCLES+
HALL/NCSALL 2007

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Overview: Session Five

About this Session

This closing session of the Study Circle+ Guide on Disease Prevention and Screening provides an opportunity for participants to review their health literacy units and evaluation plans. In addition, as is noted below, this last session has an option for an expansion – a two-hour continuation after lunch, to meet and talk with a public health practitioner about prevention and screening. At the end of Session Five, you will encourage participants to stay in touch and continue the work they have started in this study circle.

Introductory Activities

The introductory activities are designed to help participants understand the structure and content of the session. It is especially important at this time to address any remaining questions or comments from the prior sessions.

Discussion and Analysis Activities

The discussion and analysis activities enable participants to share their health literacy units and evaluation plans. Participants offer and receive a peer review of their health literacy units and evaluation plans during this first activity. Participants then analyze the barriers and supports to the integration of health literacy skills related to disease prevention and screening into their programs.

Planning Activities

These brief activities focus on how participants can keep in touch with each other beyond the study circle.

Closure

The closure activities are critically important for several reasons. These activities give participants time to reflect on this experience as a whole,

and to recognize what they have achieved and what the experience has meant to them. You will lead the following closing activities:

- Ask participants to review the Study Circle+ objectives.
- Conduct an evaluation of the study circle experience using an exercise called Head, Heart, Hands & Feet.

(Optional) Expanded Session

The optional afternoon session, as noted above, is three hours long and includes a one-hour break for lunch and two hours of activities.

The Group Discussion Methods

The Discussion Methods used in Session Five are designed to let participants share their teaching plans with each other, and to stimulate participants' thinking about the context in which they will be implementing health literacy skill development.

The discussion methods for this session include:

- ***Partnerships for Peer Review:*** Participants work in pairs so that each member can offer a peer review in a comfortable and relatively private discussion.
- ***“Corners” discussion:*** Participants form groups by moving to a corner of the room that represents a specific focus or perspective. Participants have a discussion with others in their corner and then come back together as a group to share ideas from the different perspectives. This format is useful when the activity requires participants to consider multiple viewpoints on a topic or to problem-solve from multiple perspectives.
- ***Brainstorm:*** Participants generate solutions and ideas.
- ***Walk-about:*** Participants post their ideas and circulate to review the ideas of other groups. The group is then brought together to analyze the range of ideas.
- ***Head, Heart, Hands & Feet:*** This exercise uses a stick figure of a person as a framework for responding to a set of evaluation questions related to insights, skills, “take home” lessons, and likes and dislikes. Participants first respond to the questions on Post-It notes. Then they place their Post-It notes on specific parts of the stick figure to indicate insights gained (head), skills developed (hands), what they liked (heart), what they would like to discard (feet), and useful ideas they will take with them from the study circle (basket). This exercise is designed to encourage participants to talk about the range of positive and negative elements of their Study Circle+ experience.

Overview: Session Five

Objectives

During Session Five, participants will:

- Share and critique unit and evaluation plans
- Identify supports and barriers to the integration of health literacy skill development into instruction
- Develop strategies for staying in touch and supporting one another's work in health literacy

Time

- 3 hours

Session Five Agenda

Introductory Activities (10 minutes)

- Welcome
- Review Objectives and Agenda

Discussion & Analysis Activities (2 hours)

- Share Plans and Strategies
- ~ Take a 10-Minute Break ~
- Identify Barriers and Supports
- Develop a Strategy for Action

Planning Activities (10 minutes)

- Keep In Touch

Closure Activities (40 minutes)

- Summary
- Final Evaluation

Optional Expanded Session (3 hours including lunch)

Materials and Preparation

- Newsprints (flip charts) and markers
- Overhead projector
- Dot stickers (4 per participant)
- Post-It notes (10 per participant)

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"> • Head, Heart, Hands, & Feet Diagram 	<ul style="list-style-type: none"> • Identify Barriers and Supports

Handouts (6)

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

1. Session Five Objectives and Agenda
 2. Kurt Lewin and the Force Field Analysis
 3. Skills for Disease Prevention and Screening – Goals and Objectives
 4. Study Circle+ Discussion Methods
 5. Head, Heart, Hands, & Feet
- From Session One:**
6. List of Study Circle Participants

Optional (from Session Four): Copies of health literacy lessons written by participants (one complete packet for each participant).

Session Five: Developing Strategies for Success



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INTRODUCTORY ACTIVITIES (10 minutes total)

Welcome, Session Objectives, and Agenda

(10 minutes)

Discussion Methods: Presentation by facilitator

Welcome the participants back and offer a brief review of Session Four

Remind participants that they shared their experiences creating and teaching new lessons during the last session. They continued the discussion with a focus on developing health literacy units and ways to measure success. Between Sessions Four and Five, participants were asked to outline their own health literacy units and draft an evaluation plan.

Provide a brief overview of Session Five

During this final session, participants will review their health literacy units and evaluation plans with each other. They will analyze the barriers and supports to the integration of health literacy skill development into their programs. Participants are urged to stay in touch and continue the work they have started in this study circle.

Distribute the Session Five 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

(2 HOURS total including a break)

Share Plans and Strategies (Peer Review)

(50 minutes)

Discussion Methods: Full group discussion and partnerships for peer review

Ask participants to discuss the challenges they faced as they drafted their unit and evaluation plans (15 minutes)

- As a large group, ask participants to discuss the challenges they faced as they completed this assignment. Encourage participants to take notes on this discussion and write down any ideas that are particularly helpful for their own teaching situation.
- Use the following two questions to guide this discussion:
 1. *What challenges did you face with this assignment?*
(For example: My class is structured for open enrollment and it is hard for me to imagine how I might carry out a unit when new students drop in all the time.)
 2. *Did anyone else face this same issue?*

Introduce the Partnerships for Peer Review Process (5 minutes)

- Explain that participants will now have a chance to see how others developed a unit and share thoughts, questions, and suggestions.
- Propose the following guidelines for giving feedback:
 1. Ask questions for clarity before you offer suggestions for change.
 2. Offer ideas and suggestions but not criticism.
 3. Share what has worked for you in similar situations, as appropriate.
 4. Tell the author what you like about the unit and evaluation plan.
- Ask participants if they would like to add anything else to the list.

Ask participants to work in pairs (30 minutes)

- Ask participants to pair up to discuss their health literacy units and evaluation plans.
- Ask participants to take about 10 minutes to read their partner's unit and then devote 10 minutes to discussing each plan.

- Suggest the following questions for consideration:
 1. *What are the strengths of the unit and evaluation plan?*
 2. *Is there anything that needs clarification in the unit and evaluation plan?*
 3. *What other skills might be included as part of this unit?*
 4. *What additional activities can you suggest for teaching the skills included in this unit?*
 5. *What other ways of evaluating the effectiveness of this unit can you suggest?*
- Tell participants that after the break, they will focus on identifying supports and barriers related to their health literacy work.

TAKE A 10-MINUTE BREAK

Identify Barriers and Supports

(30 minutes)

Discussion Methods: Brief background reading, “Corners” discussion

Handout: Kurt Lewin and the Force Field Analysis

Materials: Newsprint

Introduce the Force Field Analysis (5-8 minutes)

Hand out the brief description of Kurt Lewin and the Force Field Analysis and ask people to read for background.

Tell participants that the next activity will be used to help them identify some of the barriers they may face as they try to integrate and sustain a focus on health literacy skill development in ABE/ESOL programs. It also provides an opportunity for groups to consider how to remove existing barriers.

Establish Groups for “Corners” Discussion (5 minutes)

Assign participants to one of four levels of analysis – Individual, Classroom, Program, and Community – and ask each group to generate a list of those factors *specific to that level* that might either support or hinder the integration of health literacy skill development into instruction

1. *Individual*: How do your own teaching limitations or strengths hinder or support the integration of health literacy into instruction?
2. *Classroom*: How does the classroom format hinder or support the integration of health literacy into instruction?
3. *Program*: How does your program or center hinder or support the integration of health literacy into instruction?
4. *Community*: How do community factors hinder or support the integration of health literacy into instruction?

Participants work in their “Corners” (20 minutes)

Give each group a blank page of newsprint and ask each group to note the assigned level (individual, classroom, program, community) on the newsprint.

- Ask participants to focus on their assigned level and generate as many supports and barriers as they can. Ask for two volunteers in each group: one to facilitate and another to record. While the four groups are discussing barriers and supports, circulate around the room so that you can observe the activity.

- Provide a 5-minute warning so that the groups can prepare their newsprints. Ask the groups to post their newsprint on the wall once they are finished.

Identify Barriers and Supports	
Level of Focus: Individual, Classroom, Program, or Community	
Barriers	Supports

Develop a Strategy for Action

(30 minutes)

Discussion Methods: Walk about for highlighting and review, large group discussion

Materials: Dot stickers

Introduce the activity (5 minutes)

Explain that the next activity focuses on a review and analysis of ideas. Participants will highlight those barriers that are of immediate concern and those supports that are essential for the integration of health literacy skills related to disease prevention and screening into instruction.

- Give each participant four dot stickers.
- Ask the groups to walk about the room and read the lists of barriers and supports generated by the other groups.
- After they have reviewed all of the lists, ask them to place dots next to TWO BARRIERS that they consider to be of immediate concern and TWO SUPPORTS that they feel are essential to successful integration.
- Participants can also add new barriers and supports to the list.

Walk-about (10 minutes)

Remind the participants to read the notes on all of the newsprints before deciding what to highlight. As the walk-about is wrapping up and the participants are settling back into their seats, the facilitator (or a volunteer) should do a quick tally of the stickers to determine the barriers and supports that participants identified as being the most important.

Facilitate a large-group discussion: Analysis of priorities (15 minutes)

- Ask volunteers to comment on the barriers and supports that received the most stickers. You (the facilitator) may wish to note whether the highlighted items were concentrated in one particular level, such as the classroom level, or whether they were distributed across the levels.
- Tell the participants that the force field analysis now focuses on removing barriers and developing supports.
- You might want to pose the following questions to start the discussion:
 1. *Look at the barriers we have identified as most important. What could you do to address these barriers as an individual? As a work group?*
 2. *Look at the supports we have identified as most important. What could you do to strengthen these supports as an individual? As a work group?*

PLANNING ACTIVITIES (10 minutes total)

Keep in Touch

(10 minutes)

Discussion Methods: Full group discussion

Handouts: List of Participants

Discuss opportunities for participants to keep in touch and continue their health literacy work

Ask if everyone has the List of Participants. If not, provide copies.

- Note that the Health Literacy Study Circle+ was designed to foster a community of practitioners who are interested in integrating health literacy skills in the ABE/ESOL field. Read the following list and ask the participants to consider working together to:
 3. Exchange unit and lesson ideas.
 4. Meet at adult education conferences to exchange lesson ideas.
 5. Develop a presentation at an adult education conference.
 6. Determine how to offer workshops to other teachers in their programs.
- Ask participants what arrangements they would like to make at this point. For example, they might:
 7. Set up a list-serve so that participants can email one another about their ideas and questions.
 8. Set up a regular monthly email exchange for unit and lesson ideas.
 9. Post lesson ideas on a list-serve.
- IF participants wish to take any of these actions, one participant would have to volunteer to setup the list-serv.

CLOSURE ACTIVITIES (30 minutes total)

This closing activity offers a brief overview of the entire Study Circle+ and introduces a new evaluation exercise.

Study Circle Summary

(10 minutes)

Discussion Methods: Full group discussion

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

Study Circle+ Discussion Methods

Distribute two handouts

- Distribute the handout titled Skills for Disease Prevention and Screening – Goals and Objectives (originally included in the materials in preparation for Session One).
- Distribute the handout titled Study Circle+ Discussion Methods. Point out that participants may want to refer to it for the next activity and keep it as a reference for their own teaching.

Pose the following questions to review accomplishments and activities

What have you learned about health literacy skills?

What can you do now to continue this work?

Final Evaluation

(20 minutes)

Discussion Methods: Head, Heart, Hands, & Feet exercise

Handouts: Head, Heart, Hands, & Feet

Conduct the Head, Heart, Hands, & Feet Activity (15 minutes)

Explain that this evaluation activity gives participants an opportunity to reflect on their Study Circle+ experience. This activity also serves as a summary evaluation of the study circle for you, the facilitator.

- Post the Head, Heart, Hands, & Feet newsprint (see the handout).
- Distribute the handout titled *Head, Heart, Hands & Feet* and read each question to the group.
- Give each participant 10 Post-It notes and ask them to write at least one comment for each part of the diagram.
- Ask the participants to post their notes on the newsprint diagram.

Review the Post-It notes (5 minutes)

- When all notes are posted, ask a volunteer to read the notes for each part to the whole group.
- Suggest that participants may want to use this kind of activity in their classes when appropriate.

Closing Notes

- Thank group members for their participation, hard work, and interest in health literacy education.
- Encourage the participants to stay in touch with each other and continue sharing their health literacy ideas and experiences.

(Optional) Expanded Session Five

Note that this expanded session includes a one-hour break for lunch and two hours of activities in the afternoon.

Please continue to the next page if you and the participants have decided in advance to expand this session to a full day (for example, 9:00 - 3:00).

EXPANDED SESSION (2 hours total)

Overview: Session Objectives

(5 minutes)

Welcome the participants back from lunch and begin the afternoon session with a brief overview of the next two hours.

Explain that the session will consist of a meeting with a public health official (or officials). During the meeting, the official will provide a brief discussion of the following issues:

- Public health responsibilities for prevention and screening
- Prevention and screening issues of most concern to the community within which the teachers work
- The prevention and screening resources / opportunities available in the community

Explain that, following the presentation, you wish to provide an opportunity for an open dialogue between the public health and adult education sectors. Participants will thus have an opportunity to ask questions of the official, and the official will likely have some questions to ask of the participants.

Introductions

(20 minutes)

Ask participants to introduce themselves and include the following information:

- Name
- Program/agency
- Type of classes they teach
- Special characteristics of their students (e.g., Somalian refugees, mothers receiving welfare, older citizens, teen parents, etc.)
- Some common health concerns expressed by students related to disease prevention and screening

Presentation by Guest Speaker

(15 to 20 minutes)

Introduce the official(s) to the participants.

- Monitor the time so that the speaker does not go much over the allotted time.

Two–Way Q & A

(30 to 45 minutes)

Open the two-way question and answer discussion.

- Begin the discussion by inviting participants to direct questions to their visitors. Ask speakers to address some of the items from the list of concerns, if these are not already covered during the course of the Q & A.
- Be sure to clarify any jargon or acronyms (e.g., ABE, ESOL) that might come up in this discussion so that your visitors fully understand terms used.
- Facilitate this discussion to ensure that all participants have an opportunity to respond if they wish. (Make sure no one dominates the conversation.)
- Allow some time for the speakers to pose questions to the group.

Discussion of Future Collaborations

(30 minutes)

Ask participants and the visitors to share some ideas for possible future collaborations or ways of making use of connections developed in this session.

Some examples might include:

1. Pilot testing health materials with ABE/ESOL students at participants' programs
2. Use programs as a point of distribution for prevention and screening announcements
3. Co-sponsored community events on prevention and screening

Closing Comments

(5 minutes)

Bring the meeting to a close.

- Ask if anyone has any final questions or comments.
- Thank the speakers for their time in joining this meeting.

Encourage all attending to pursue opportunities for future collaboration or exchange.

Notes

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