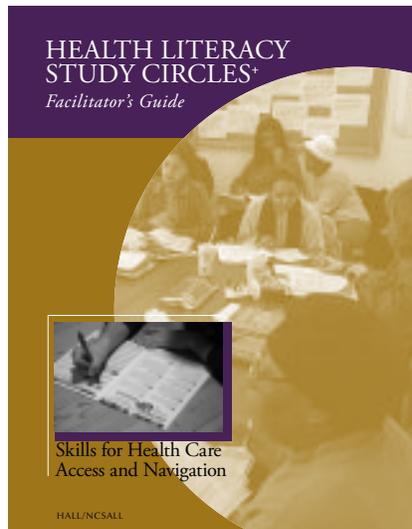


Skills for Health Care Access and Navigation

SESSION FIVE: **Developing Strategies for Success**

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

Skills for Health Care Access and Navigation



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About This Session

This closing session of the Health Care Access and Navigation Study Circle⁺ provides an opportunity for participants to review drafts of their health literacy units and evaluation plans. This session also devotes time towards the end to helping 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 for integrating health literacy skill development into their programs. 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 skill development.

Planning Activities

These brief activities focus on how participants can keep in touch with each other.

You also have the opportunity to help participants establish connections 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 the study circle experience as a whole, and to recognize what they have achieved and what the experience has meant to them.

For this final session you will lead an expanded set of closing activities:

- Ask participants to review the Study Circle⁺ objectives and main ideas presented during this study circle.
- Conduct an evaluation by leading participants in an exercise called Head, Heart, Hands, & Feet.

The Group Discussion Methods

The Discussion Methods used in Session Five are designed to let participants share their draft plans for including health literacy skill development in their programs, and to stimulate participants' thinking about the context in which they will be carrying out these plans.

The discussion methods used in Session Five include:

- ***Pair work:*** Participants work in pairs so that each member can offer a peer review in a comfortable and relatively private discussion.
- ***“Corners” discussion:*** Each participant moves to a corner of the room that represents a facilitator-determined 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.
- ***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 the metaphor of the human body as a framework for responding to a set of evaluation questions. Participants first respond to the questions on post-it notes. Then they place their post-it notes on specific parts of a stick-figure diagram 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

The time suggested for activities is based on a three-hour session. You can expand any activity if you have more time.

Introductory Activities (10 minutes)

- Welcome and Review of Session Four
- Review Session Five Objectives and Agenda

Discussion & Analysis Activities (2 hours)

- Share Plans and Strategies (Peer Review)
- – 10-minute break –
- Identify Barriers and Supports
- Develop a Strategy for Action

Planning Activities (10 minutes)

- Discuss How to Keep in Touch with Each Other

Closure Activities (40 minutes)

- Study Circle⁺ Summary
- Final Evaluation

Materials and Preparation

- Newsprints (flip charts) and Markers
- Overhead projector
- Dot stickers
- “Post-it Notes” (10 per person)

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 newsprints are included within the session notes.

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 (5)

Make copies of the handouts before the session begins. Note that handouts are located in the “Materials” section for Session Five.

1. Session Five Objectives and Agenda
2. Health Care Access and Navigation – Goals and Objectives
3. Study Circle⁺ Discussion Methods
4. Head, Heart, Hands, & Feet

From Session One:

5. Study Circle⁺ – List of Participants

Optional from Session Four:

6. 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 Method: Presentation by facilitator

Welcome the group back and briefly review Session Four

Remind participants that they shared their experiences creating and teaching new lessons during the last session and discussed health literacy units and ways to measure success. Between Sessions Four and Five, participants were asked to outline their own health literacy unit and draft an evaluation plan.

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 10-minute break)

Share Plans and Strategies (Peer Review) (50 minutes)

Discussion Methods: Pair work and facilitated full group discussion

Ask participants to share challenges faced as they drafted a unit (15 minutes)

Encourage participants to take notes on this discussion and write down any ideas that are particularly helpful with respect to their own teaching situation.

Use the following questions to guide this discussion:

1. *What challenges did you face with this assignment?*
For example, my class is open enrollment and meets fewer than 10 hours a week because most of students work full time and can't commit more time to going to school. It's hard for me to imagine how I might carry out a unit, when students don't come regularly and new students drop in all the time.
2. *Did any one else face this same issue?*

Introduce the Peer Review Method (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 and then ask participants if they would like to add anything else to the list.
 - *Ask questions for clarity before you offer suggestions for change*
 - *Offer ideas and suggestions but not criticism*
 - *Share what has worked for you in similar situations, as appropriate*
 - *Tell the author what you like about the unit and plan*

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 units 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 you would like clarified 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 for and barriers to their work.

TAKE A 10-MINUTE BREAK

Identify Barriers and Supports (30 minutes)

Discussion Method: “Corners” Discussion with a focus on a Force Field Analysis

Introduce the Force Field Analysis and “Corners” Discussion Format (10 minutes)

Describe the Force Field Analysis by sharing the following information with the group.

- This exercise draws from Kurt Lewin’s work in the 1940s. Lewin is often called the “grandfather of behavioral sciences” for his research on and insights about change.
- Lewin determined that an effective action plan most easily comes out of this group method if the group focuses on removing barriers before they consider added supports.
- This method will be used to help participants understand the range of barriers and supports that affect the ability to integrate and sustain a focus on health literacy skill development in ABE/ESOL programs.

A “force-field analysis” is a method based on a theory of change. Sociologist Kurt Lewin was interested in how people make changes in their lives. Lewin recognized that most people are uncomfortable with change. He envisioned individuals functioning within a “force field” that is full of both negative and positive forces. Some of these forces are pressures for change and some of these forces support keeping things just the way they are.

The (positive) forces for change support new action.

The (negative) forces for staying the same are barriers to change.

Lewin suggests that we can support change best if we focus on removing barriers.

Note: This theory is discussed in NCSALL Report 12, *Persistence Among Adult Basic Education Students in Pre-GED Classes* by J. Comings, A. Parrella, and L. Soricone.

- Next, explain that participants will now conduct a force-field analysis in order to identify the range of barriers and supports to the integration of health literacy skill development in their own programs.
- Assign participants to one of four levels of analysis – individual, classroom, program, or community – and ask each group to generate a list of those factors *specific to that level* that either support or hinder the integration of health literacy skill development into instruction.
 - *Individual*: How do your individual limitations or strengths hinder or support the integration of health literacy into instruction?
 - *Classroom*: How does the classroom setting hinder or support the integration of health literacy into instruction?
 - *Program*: How do program structures hinder or support the integration of health literacy into instruction?
 - *Community*: How does the community hinder or support the integration of health literacy into instruction?

Participants work in their “Corners” (20 minutes)

- Give each group a blank piece of newsprint and post the sample newsprint so each group can make a copy.

Identify Barriers and Supports

Level: _____

(Indicate level of focus: Individual, Classroom, Program, or Community)

Barriers	Supports

- Ask participants to focus on their assigned level and generate as many supports and barriers as they can.
- Each group should ask for a volunteer to serve as a facilitator and another as recorder. The facilitator should help the group to brainstorm about the range of barriers and supports specific to the assigned level. The recorder should record the group’s ideas on a page of newsprint titled Identify Barriers and Supports.
- 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 newsprint. Ask the groups to post their newsprint on the wall once they are finished.

Develop a Strategy for Action (30 minutes)

Discussion Methods: Walk-about followed by large group discussion

Introduce the activity (5 minutes)

Explain to the participants that they will now have an opportunity to review other groups' ideas and begin to highlight those barriers that are of immediate concern and those supports that are essential to the integration of health literacy into instruction.

- Ask the groups to walk about the room and read the lists of barriers and supports generated by the other groups.
- Give each participant four dot stickers. As participants walk about and read the responses, 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/or supports to the list .

Walk-about (10 minutes)

Remind the participants to read through all 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 were identified as most important by the group.

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

- Ask for volunteers to comment on the barriers and supports that received the most number of 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.
- You might want to pose the following questions to start 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)

Discuss How to Keep in Touch with Each Other (10 minutes)

Discussion Method: Full group discussion

Handouts: List of Participants

Discuss opportunities for keeping in touch

Discuss some of the ways that participants can keep in touch. Suggest that participants form partnerships or groups to continue their health literacy work.

- Ask if everyone has the List of Participants. If not, provide copies.
- Read some of the following suggestions and ask participants what they would like to set up now.
 1. *Set up a listserv so that participants can e-mail one another about their ideas and questions. (Ask who in this group would like to set this up.)*
 2. *Post lesson ideas on a listserv.*
- Note that the Study Circle⁺ was also 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:
 1. *Arrange to meet at adult education conferences to exchange lesson ideas.*
 2. *Collaborate to develop a presentation at an adult education conference.*
 3. *Set up meetings to determine how to offer workshops to other teachers in their programs.*

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 Method: Full group discussion

Handouts: Health Care Access and Navigation – Goals and Objectives
Study Circle⁺ Discussion Methods

Distribute two handouts

- Distribute the handout titled Health Care Access and Navigation – Goals and Objectives.
- 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

1. *What have you learned about health literacy skills?*
2. *What can you do now to continue this work?*

Final Evaluation (20 minutes)

Discussion Method: 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). You might want to note the fitting use of a body for this evaluation of health-related activities.
- Distribute the handout titled Head, Heart, Hands, & Feet and read each question to the group.
- Give participants 10 post-it notes each and ask them to write at least one post-it for each part of the diagram.
- Ask the participants to stick 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 ideas and experiences with health literacy.

Notes



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