

Skills for Health Care Access and Navigation

Session Three Materials

Newsprints (flip charts) or overhead transparencies (3)

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 within the session notes.

To be prepared ahead	To be completed during the session
<ul style="list-style-type: none">• Access and Navigation Tasks (from Session Two)	<ul style="list-style-type: none">• Lesson Ideas• Health Literacy Unit Ideas

Handouts (8)

Make copies of the following handouts before this session begins.

- 1) Session Three Objectives and Agenda
- 2) Developing a Health Literacy Unit
- 3) My Health Literacy Unit Ideas
- 4) The Lesson Plan Template
- 5) Lesson Reflection Sheet
- 6) Session Three Evaluation Form

From Session Two:

- 7) Post-Teaching Reflection Sheets from the Sample Lesson Packet
- 8) The handouts titled Access and Navigation Tasks and Underlying Skills (tables completed in a small group activity during Session Two)

Skills for Health Care Access and Navigation

Session Three

Objectives

During Session Three, participants will:

- Analyze the experience of teaching a sample health literacy lesson
- Delineate key health literacy skills to be addressed in ABE/ESOL programs
- Develop ideas for health literacy units
- Begin to develop original lesson plans focused on health literacy skills development

Agenda

Introductory Activities (15 minutes)

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

Discussion & Analysis Activities (1 hour, 45 minutes)

- Review and Discuss the Sample Lessons Taught
- Consider Ideas for Health Literacy Units
- - Take a 10-Minute Break -

Planning Activities (45 minutes)

- Planning to Teach Your Own Lessons

Closure Activities (15 minutes)

- Session Review and Evaluation

Developing a Health Literacy Unit

During this study circle, you have had opportunities to define and identify specific health literacy skills – those skills your students need to be more successful with gaining access to and navigating within the health care system. You have taught a sample health literacy lesson and will now consider how to develop a health literacy unit.

Think of a health literacy unit as...

A set of six to eight separate but related lessons that address a set of skills needed for health care access and navigation.

Consider some different ways you might group lessons to generate unit ideas. Here are a few examples:

- A unit can focus on an overall concept, such as patient rights and responsibilities. The lessons in the unit can address various health literacy tasks and skills such as reading and understanding consent forms, asking about patient rights, and obtaining second opinions.
- A unit can focus on a specific health literacy task, such as applying for health insurance. The lessons in the unit can address the underlying skills needed to accomplish the task, such as filling out a form, talking to an insurance agent, using the Internet, or describing your medical history.
- A unit can focus on a specific health literacy skill, such as filling out forms in health care. The lessons in the unit can address the range of forms that adults are expected to understand in health care settings, such as informed consent forms, medical history forms, or insurance forms.

My Health Literacy Unit Ideas

This exercise is designed to help you decide which skill areas to focus on in a health literacy unit. Note that your ideas need not be fully developed; it is fine for you to note tentative or sketchy ideas.

- 1) Consider your findings from the needs assessment you completed with your students after Session One and your experience teaching a sample lesson. What are some of the health literacy skills your students need or want to learn?

- 2) Think about how you might create a unit (six to eight related lessons) to address the skills you listed above and list those ideas here.

The Lesson Plan Template *

Introduction

The sample lessons for the Health Literacy Study Circles⁺ follow an organizational format that you are encouraged to use when developing your own health literacy lessons.

Keep in mind that the health literacy lessons are focused on health-related tasks and skills. Each lesson begins with a statement about the purpose of the lesson followed by a step-by-step explanation of the lesson.

As you review the Lesson Plan Template, note that the left-hand column includes a space for you to list specific health literacy tasks and the skills focus of your lesson.

- **Tasks** – Health literacy tasks that people are expected to accomplish include such things as obtaining health insurance or seeking medical care for an illness.
- **Skills** – 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 a map of a hospital, filling out a form, communicating with medical professionals, or determining eligibility for health care coverage.

The left-hand column also includes information about the estimated duration of the lesson, materials needed, and key vocabulary and expressions to be covered.

Finally, the lessons feature additional teaching tools, such as:

Follow-up Activities – Optional follow-up activities that you can use to extend the ideas and skills learned in the lesson.

Technology Tips – Ideas for integrating the use of the Internet into the lesson and descriptions of valuable health-related resources available on the World Wide Web.

ESOL Teaching Tips – Ideas and suggestions for adapting the lessons for teachers working with ESOL learners.

Advanced ABE/GED Teaching Tips – Ideas and suggestions for adapting the lessons for teachers working with advanced ABE or GED learners.

* Adapted from the *HEAL: Breast and Cervical Cancer Curriculum*, developed by World Education in cooperation with the Centers for Disease Control and Prevention, 2002. Used with permission.

Note to the teacher:

Adapting the lessons for your classroom: As the lesson titles indicate, the sample lessons were designed with a particular student audience (e.g., ABE or ESOL) in mind. At the same time, you are encouraged to adapt ANY of the lessons to your own classroom context. These lesson topics are relevant to all areas of adult education and most of the lessons provide suggestions and tips for adapting them for other adult education contexts.

Opportunities to pursue project-based inquiries: As noted earlier in Session Two, most of the lessons lay the groundwork to pursue project-based learning activities in your classroom. Instead of working on isolated activities that focus on particular skills, students can develop skills in the context of a project. The follow-up activities to the lessons include suggestions for several projects that students can do such as designing an improved health benefits application form, creating a personal medical log book, or researching worker's rights to file a complaint on workplace hazards.

LESSON PLAN TEMPLATE *

~ Please bring two copies of your lesson plan to Session Four

Lesson Title: _____

<p>Health Care Access and Navigation Tasks Addressed in this Lesson</p> <ul style="list-style-type: none"> ▪ ▪ ▪ <p>Skills Focus</p> <ul style="list-style-type: none"> ▪ ▪ ▪ <p>ABE/ESOL Level</p> <ul style="list-style-type: none"> ▪ <p>Duration</p> <ul style="list-style-type: none"> ▪ <p>Materials</p> <ul style="list-style-type: none"> ▪ ▪ ▪ <p>Key Vocabulary and Expressions</p>	<p>Purpose</p> <p>Steps</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. <p>Follow-Up Activity</p> <p>ESOL Tips</p> <p>Technology Tips</p>
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