

Skills for Health Care Access and Navigation

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 within the session notes.

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

Handouts (3)

Make copies of all these handouts before the session begins.

- 1) Session Four Objectives and Agenda
- 2) Unit Plan Packet includes the following:
 - Cover sheet with assignment
 - 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

Skills for Health Care Access and Navigation

Session Four

Objectives

During Session Four, participants will:

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

Agenda

Introductory Activities (15 minutes)

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

Discussion & Analysis Activities (130 minutes)

- Share Teaching Experiences
- Share Unit Ideas
- - Take a 10-Minute Break -
- Review the Unit Plan 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 and 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) Template for Evaluation Plan
- 7) Sample Evaluation Plan

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

Feasibility

In addition to determining lesson plans and evaluation means, a number of issues may influence how you choose to design a unit and a plan for evaluation of that unit. The list below is designed to highlight several such issues. Review these items before you complete your assignment for Session Five.

1. **Time:** Think about how much time you can realistically devote to health systems access and navigation skills in your classes. 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.
2. **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 or 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 desired items in a grocery store and you might follow up with a lesson that looks at the organizational logic used to shape health centers.
 - You may find that you do lessons on percentages or fractions and only need to use the example of benefits calculation.
3. **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 easily find authentic materials, community health resources, possible guest speakers, Web sites and publications on specific topics, and articles with background information on health.
4. **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

Developing a plan is an iterative process. First you develop goals and then devise plans based on those goals. However some goals are not easily achievable. Therefore, we suggest 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. Provide time to review and revise.

Review and assess the goals and objectives you have set and the lessons or 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: Health Care Access and Navigation; Chronic Disease Management; and Disease Prevention and Screening. For example, if you are working with Access and Navigation, you might consider a thematic focus on the forms that are common in health care settings, such as insurance applications or medical history forms. As another option, you might prefer to focus on vocabulary that is used in health care settings.

Student population – Identify the student population (e.g., beginning ESOL, pre-GED, 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 access and navigation that are addressed in the six to eight lessons. Health literacy tasks are those activities that people are expected to accomplish such as obtaining health insurance or seeking medical care for an illness. These tasks may come from the discussions you had and the tables you helped generate in Session 2 of this Study Circle (see table titled Access and Navigation 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.

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.

^{*} 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.

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 wish 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 whether your learners have mastered them. For example, if you want to teach an ESOL lesson on how to make and keep a doctor's appointment, you may first want to teach a lesson on how to use a calendar and how to tell time. A lesson on vocabulary on hospital signs might be preceded by a vocabulary lesson about body parts and then followed by a lesson on locating medical services in a hospital. A math lesson on how to determine income eligibility may need to be preceded by a math lesson on percents and then followed by a lesson on filling out an eligibility application.

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 a map of a hospital, filling out a form, communicating with medical professionals, or determining eligibility for health care coverage.

Group discussion methods – Identify the discussion method or 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: <ul style="list-style-type: none"> • Learners will ... • • • • 	Lesson ideas (6-8): <ol style="list-style-type: none"> 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., pair-work, 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 care access and navigation	
<p>Student population and level: Beginning to intermediate ESOL</p>	<p>Major tasks addressed in this unit:</p> <ul style="list-style-type: none"> • Find your way around a hospital • Locate medical services in your community • Read a hospital map • Communicate with medical professionals
<p>Inspiration for unit: <i>I brainstormed with my beginning ESOL students one day about the problems that often overwhelm them when they have to go to the hospital or see a doctor. I asked the learners to name three things they would like to learn how to do in order to avoid these problems. They identified: reading a map, learning more hospital words, and feeling more confident when speaking to a doctor.</i></p>	
<p>Unit objectives:</p> <ul style="list-style-type: none"> • Learners will be able to identify five common medical departments and offices in a hospital (e.g., pediatrics, ambulatory care...). • Learners will be able to list medical services available in their local community. • Learners will be able to locate a medical service on a hospital map. • Learners will be able to state three expressions to be used to ask for directions and for clarification. • Learners will be able to describe two differences in doctor-patient communication in the U.S. and home countries. 	<p>Lesson ideas (between 6-8):</p> <ol style="list-style-type: none"> 1. Arrange a hospital tour for the students to familiarize them with local services. 2. Groups of students work together with a telephone book to find health centers near their homes. 3. Teach the lesson <i>Exploring Hospital Vocabulary</i>. 4. Ask students to collect maps of local hospitals and clinics. Have students practice locating departments. 5. Have students create skits that help them practice expressions for asking questions about directions and clarification. 6. Ask students to discuss differences and similarities in doctor-patient communication in the U.S. and home countries. Students can prepare a short essay or presentation to share their ideas with classmates.
<p>Skills to be addressed:</p> <p>Oral communication</p> <ul style="list-style-type: none"> • Follow directions • Make requests • Request clarification <p>Reading</p> <ul style="list-style-type: none"> • Read signs • Read a map • Read an index <p>Self-efficacy</p>	<p>Group Discussion Methods:</p> <p style="padding-left: 20px;">pair work brainstorming small group discussion individual presentations role play</p>

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, 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, which 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 they learn” or “did they have enough time?” or “what did they 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 I will get feedback]
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>	

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, 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 Insurance for My Children</p> <p>Goal: Build skills needed to obtain and apply for an entitlement program such as health insurance for children under 18</p> <p>Objectives: Students will be able to locate program, request information and forms, prepare for and complete application process</p>		<p>Sequence of lessons</p> <ol style="list-style-type: none"> 1. Needs assessment: Barriers we've faced getting insurance for our children 2. How to use a telephone book 3. How to manage phone trees 4. How to be an advocate: Strategies for talking with staff of social service agencies 5. How to assemble a family folder of important documents 6. How to use open entry forms 7. Vocabulary building: Words we find on application forms 8. Student Reports: What I've learned about getting insurance in our state
Level of Evaluation	Evaluation Question	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 2. Class activity: Ask students
Outcome Evaluation	<p>Proximal:</p> <p>Did the students increase their knowledge?</p> <p>Did the students change their perceptions?</p> <p>Did the students increase skills?</p>	<ol style="list-style-type: none"> 1. Vocabulary test [10 key words] 2. Class activity: ask students to use a scale to rate level of confidence for each of the skills listed in unit objectives 3. Observation: ask students to role play an applicant asking a staff person questions for clarification 4. Problem solving test: ask students to read the eligibility requirements in an application and list out needed documents.
	<p>Distal:</p> <p>Have students applied new skills?</p>	<ol style="list-style-type: none"> 1. Ask students to keep a journal about their actions taken over two to three months 2. Ask students to write a story 3. Ask class to tally action taken by members of the class

Skills for Health Care Access and Navigation

Session Four Evaluation Form

Please complete the following evaluation and turn it in before you leave today.

1. What was the most valuable insight, practical idea, or specific information that you gained from today's session?

2. How would you improve this session?

