

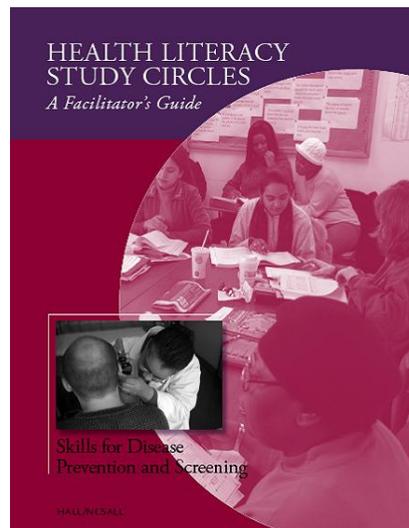
Skills for Disease Prevention and Screening

SESSION TWO: Identifying Disease Prevention and Screening Tasks and Underlying Skills

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

**Copyright © 2007 by National Center for the Study of Adult Learning and
Literacy and Health and Adult Literacy and Learning Initiative.**

Skills for Disease Prevention and Screening



SESSION TWO: Identifying Disease Prevention and Screening Tasks and Underlying Skills

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

Rima Rudd, Sc. D.

Lisa Soricone, Ed. D.
Maricel Santos, Ed. D.

Overview: Session Two

The activities in Session One and the dual assessment activities that followed were designed to help Study Circle+ participants gain more understanding of issues related to disease prevention and screening. The following notes provide a brief overview of Session Two and the discussion methods you will use.

About this Session

Participants will share findings from the classroom needs assessment and offer reflections on their own experiences with the notion of risk (on-line assignment). They will identify barriers to disease prevention and screening activities and then consider the skills adults need to reduce those barriers. The discussions should help participants consider health literacy teaching goals designed to meet their students' needs.

Introductory Activities

The introductory activities of Session Two provide an opportunity for a focused examination of health-related tasks and the underlying skills to be addressed in adult education classrooms. Session Two sets in motion the participants' consideration of classroom lesson and unit plans.

Discussion and Analysis Activities

Participants will work in groups to generate lists of reading/vocabulary, math, planning, and oral language skills that their students need to master in order to understand and participate in prevention and screening activities. This type of analysis has not yet been done by most health professionals and can be challenging to adult educators. Participants may be able to identify various tasks, but may not be able to identify the skills needed to carry out these tasks effectively. A table listing examples of tasks and skills is provided to help you facilitate this activity. You may want to review an example or two to help the discussion groups. After Session Two is over, you should save the lists so you can refer to them during Session Three.

During the second part of the discussion and analysis activities, participants will review sample lessons that address disease prevention and screening tasks. These lessons are not linked to one another and do not constitute a unit or curriculum. Each lesson provides an example of a skills-based approach. The discussion and review of these lessons will help participants to develop lessons and units of their own.

Planning Activities

During the planning activities, you will review the assignment for Session Three and address questions participants might have. Encourage participants to examine the lessons and feel free to modify them to suit the skill levels and interests of their students. Here, as in Session One, you will ask participants to find partners and exchange phone numbers so they can discuss this assignment between sessions.

Participants are also asked to complete a Post-Teaching Reflection Sheet. Please encourage the participants to pilot one of the lessons as soon as possible so that they have time to reflect on the experience before Session Three.

Closure Activities

Session Two ends with activities in which you have an opportunity to review both the content of the session and the discussion methods. Remember to leave time at the end of the session for participants to complete the session evaluation forms. After Session Two, review these forms and make use of the feedback.

The Group Discussion Methods

The Group Discussion Methods used in Session Two are designed to support collaborative work as participants share ideas and engage in analyses. The various discussion methods are described below.

- ***Paired and Small Group Discussions:*** These kinds of discussions are designed to maximize engagement and participation.
- ***Facilitated Group Discussion:*** Participants can report on and hear about others' experiences. Discussion questions are used to focus the discussion and help make a transition to the next activity.
- ***Small Group Work:*** This method is used to foster group collaboration.
- ***Walk-about:*** This activity (which, in this session, takes place during an extended break) gives participants an opportunity to view the work completed by small groups. This activity provides an alternative to the activity where participants from each group report back to the whole group.
- ***The Dance and the Balcony:*** This activity is a metaphor for analyzing the group discussion methods used during the session. The purpose of this activity is to highlight the different ways you structured activities and encourage teachers to consider using some of these methods in their own classes.

Participants are asked to think of the activities they just completed as a “dance”. This review activity asks that they stop the dance and walk up to the balcony to look down on the dance floor. Thus they stop “dancing” and view the dance from a distance. From the “balcony” participants analyze the dance. They comment on and react to the discussion methods used during the session. Note that you will be conducting this activity at the end of each session.

Overview: Session Two

Objectives

During Session Two, participants will:

- Analyze the results of the dual assessment activities
- Develop a list of specific disease prevention and screening tasks and underlying skills that can be addressed in ABE/ESOL classes
- Review sample health literacy lessons for adult learners

Time

3 hours

Session Two Agenda

Introductory Activities (15 minutes)

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

Discussion & Analysis Activities (1 hour 40 minutes including the break)

- Review Results of the Needs Assessment Activity and the On-Line Risk Assessment Experience
- Identify Tasks and Skills for Disease Prevention and Screening
- Walk About (includes a 10-Minute Break)

Planning Activities (45 minutes)

- Review Sample Health Literacy Lessons
- Review the Assignment for Session Three

Closure Activities (20 minutes)

- Session Review
- Session Evaluation

Materials and Preparation

- Newsprints (flipcharts) and markers
- Overhead Projector (optional)
- Copies of your state’s adult education curriculum framework (if available)

Newsprints (flip charts) or overhead transparencies (4)

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

To be prepared ahead	To be completed during the session
	<ul style="list-style-type: none"> • Student-Identified Screenings • Student-Identified Barriers / Challenges • Work Group Lists of Skills and Concepts

Handouts (10)

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

1. Session Two Objectives and Agenda
2. Prevention and Risk Issues
3. Table of Disease Prevention and Screening Tasks and Underlying Skills

The Sample Lesson Packet includes four handouts:

4. Sample Lesson Packet Overview
5. Lesson Review Sheet (to be completed during Session Two)
6. Post-Teaching Reflection Sheet (to be completed after participants have taught a sample lesson between Session Two and Session Three)
7. Twelve Sample Lessons

Two Readings on Numerical Aspects of Disease Prevention and Screening

8. *What’s in a number - Learn the meaning behind all those tests the doctors put you through*
9. *Making sense of risk information on the Web*
10. Session Two Evaluation Form

Session Two: Identifying Disease Prevention and Screening Tasks and Underlying Skills



Photo © Jon Crispin

INTRODUCTORY ACTIVITIES (15 minutes total)

Welcome and Agenda

(15 minutes)

Discussion Methods: Presentation by facilitator

Handouts: Session Two Objectives and Agenda

Welcome the group back

Remind the participants that this study circle focuses on one set of health literacy activities and skills – those related to disease prevention, screening, and early detection of disease.

You may want to emphasize the importance of this topic for adult learners by noting that adults who are poor and/or are members of minority groups are less likely to engage in preventive activities and screening opportunities than are those who have more resources and are members of the majority ethnic and racial groups. As a result, many adults may discover diseases at late stages – sometimes too late for effective treatments.

Respond to any important issues raised in the Session One evaluations.

Provide an Overview of Session Two

Explain that during Session Two, participants will report back on the needs assessments conducted in their classes and on their own experience on line with the risk assessment. Please note that no one will be asked to share any information related to personal health or to personal risk. Participants will then list barriers related to disease prevention and screening activities. Participants will then begin to identify specific tasks and needed skills to overcome barriers and to be involved in prevention and screening activities. They will also identify the skills most appropriate for adult education instruction.

Distribute the Session Two 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 (1 hour and 40 minutes including a 10-minute break)

Review the Results of the Needs Assessment Activity and the On-Line Risk Assessment Experience

(35 minutes)

Discussion Methods: Facilitated large group discussion

Focus on needs assessment activities and solicit reflection and commentary

(20 minutes)

Ask participants to consider the class-based needs assessment findings. Pose each of the following three questions and ask participants to volunteer answers and examples. Use newsprints or an overhead transparency to record the participants' responses. Consider asking one of the participants to record this information.

1. *With what screenings tests were your students familiar?*

Student-Identified Screening Tests

Ask participants to augment the list. The box below offers some common screens.

Some common screening tests:

Visual exam

Blood pressure measure

Dental exam

Stress test

Cholesterol screening

Fasting blood sugar test

Hearing test

Height and weight analysis

Oral exam (cancer screen)

Rectal exam

Blood test for HIV or STDs

Thyroid tests

Older men and women

Colonoscopy

Bone density

<p>Women</p> <p><i>Mammogram</i></p> <p><i>Pap smear</i></p>	<p>Men</p> <p><i>Prostate test</i></p>
--------------------------------------------------------------	----------------------------------------

2. *What kinds of barriers/challenges to successful disease prevention and screening did your students identify?*

Student-Identified Barriers / Challenges	
Barriers to Preventive Activities	Barriers to Screening

You might anticipate some of the following groups of barriers.

- *Costs: No health insurance.*
- *Understanding: Do not know how to determine risk, don't understand purpose of tests, do not see value of early detection.*
- *Planning: Do not know how to weigh risks and benefits.*
- *Knowledge: Not aware of free services; do not know how to determine risk; do not know who is at risk; do not know why screening could be helpful; not aware that early detection can result in cure for some diseases.*
- *Discomfort: Too embarrassed to talk about a screening examination, not comfortable talking to a doctor or a nurse, too embarrassed to talk about certain parts of the body.*
- *Fate: Sense that "what will be, will be."*
- *Fear: Prefer not to know, afraid to find something bad, afraid of test, afraid of treatment (it may hurt).*
- *Access: Lack of transportation or childcare.*

- 3. Which, if any, of these barriers would you be comfortable addressing in class?
Which, if any, would make you feel uncomfortable?*

Tell participants that they will return to this list when they discuss needed skills.

Focus on on-line risk assessment activity and solicit reflection and commentary (15 minutes)

Explain that the group will turn to their own experiences on line. Let the group know that they are not being asked to share the results of their risk assessments. Pose the following questions to generate discussion:

- 1. First, consider how you felt before you started the on-line risk assessment. For example, did anyone feel particularly nervous? Is anyone comfortable stating why?*
- 2. How did you feel about your risk results produced by the assessment?*
- 3. Did what you learned about your risk for disease make you inclined to change your behavior in any way? Why or why not?*
- 4. How might this tool be used in ABE/ESOL classes?*

Please bring this brief discussion to an end with the following statement:

This activity was chosen so that you would come to this discussion with a fresh impression of a risk assessment. This can give us insight into how people greet news about risk and how they feel as a result.

Transition to the next activity

Explain that as we consider skills related to prevention and screening, we cannot avoid those barriers that relate to attitudes and beliefs. We certainly face a dilemma here. It is not really our work to change attitudes. We could, however, help adult learners understand some concepts underlying prevention and augment skills so that they are better equipped to move through a decision-making process.

Explore some issues related to prevention and risk

Handouts: Prevention and Risk Issues

Discussion Methods: Facilitated large group discussion
(10 minutes)

Explain that participants will focus on some broad issues related to prevention and risk before they examine skills in more depth. Pass out the Prevention and Risk Issues handout to all participants and ask them to read it. Note the following:

- The first brief dialogue focuses on two reasons for taking the same action.
- The second quotation focuses on a researcher's interpretation of findings from a survey on diabetes.

Invite the participants to comment on the issues posed by asking the following questions:

1. *What is the difference between the statements made by Ruth and Lee? Is one more acceptable than the other? Why?*
2. *Do you agree with the researcher's interpretation of the findings from the diabetes survey? Explain.*
3. *What can teachers do to help adult students better understand these concepts of prevention and risk?*

Identify Tasks and Skills for Disease Prevention and Screening

(25 minutes)

Discussion Methods: Small group work followed by facilitated large group discussion

Handout: Table of Disease Prevention and Screening Tasks and Underlying Skills (from Book One)

Posting: Work Group Lists of Skills and Concepts

Small Group Work (10 to 15 minutes)

Divide the group of participants into four working groups. Ask each group to review the prepared handout from Book One: Table of Disease Prevention and Screening Tasks and Underlying Skills and the newsprint, Student Identified Barriers, from earlier in the session.

Ask groups to begin their discussion with one of the four questions listed below (by assignment) and then, if there is time, to move on to another question. Ask each group to prepare a list of skills or concepts on newsprint for others to review. Mention that this review will be in the form of a "walk about". Participants will be asked to examine the various postings during a 15-minute break.

Work group tasks (assign one to each group):

1. What vocabulary and reading skills would your students need to master in order to understand and participate in prevention and screening activities?
2. What math concepts would your students need to master in order to understand and participate in prevention and screening activities?
3. What planning skills would your students need to develop or augment in order to understand and participate in prevention and screening activities?
4. What oral language skills would your students need to develop in order to verbalize questions and issues and engage in discussions with health workers around prevention and screening activities?

At the end of 15 minutes (or when each group appears to have completed their work), have each group post their results and ask everyone to look at the posting during the break.

TAKE A 15 - MINUTE BREAK

This break includes a *Walk About* for a Review of the Postings

Facilitated Large Group Discussion (5 minutes)

Pose the following question for group discussion and for transition to the next activity:

With which of the skill sets noted in the above activity are you most comfortable? With which skills are you least comfortable? Why?

PLANNING ACTIVITIES (45 minutes total)

Sample Lesson Review

(40 minutes)

Discussion Methods Paired discussions and facilitated large group discussion

Handouts: Sample Lesson Packet

Distribute and briefly review the Sample Lesson Packet (5 minutes)

- Explain that this packet of lessons does not constitute a syllabus. The lessons are not sequential nor are they related to one another. They were developed to illustrate a range of possible lessons.
- Note that several of the lessons set the groundwork to pursue project-based learning activities in the classroom. This enables students to 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 “Pick a screening program and describe who should be screened and how the screening is done.”

Review and evaluate one sample lesson (20 minutes)

- Ask the participants to work in pairs with someone who teaches in the same area (e.g., ESOL, ABE, GED) or with students at a similar learner level (e.g., beginning English proficiency, advanced GED students). This will enable pairs to discuss the appropriateness and applicability of the various lessons within their own teaching context.
- Ask participants to quickly scan the sample lessons with their partner.
- Ask each pair to choose one lesson to examine in depth (one that they might consider teaching).
- Ask the pairs to use the questions on the Lesson Review Sheet found in the Sample Lesson Packet to guide their examination of the lesson.

Bring the participants together as a large group (15 minutes)

Facilitate a group discussion with a focus on an initial evaluation of the sample lessons.

- First, ask each pair to name the lesson they examined.

- Then use the following questions to guide the large-group discussion.

To what extent do the sample lessons address your students' concerns and issues discovered through the needs assessment activity?

Which lessons do you anticipate trying out in your classes? Why?

Review the Assignment for Session Three

(5 minutes)

Discussion Methods: Brief presentation

Handouts: *What's in a number* and *Making sense of risk information on the web*

Distribute the readings on numerical aspects of disease prevention and screening.

- Ask participants to read the articles provided in preparation for Session Three. Point out that they are designed to stimulate participants' thinking about numeracy skills that might be developed through health literacy lessons.

Introduce the teaching assignment: Teach a sample lesson before Session Three

- Explain that the lessons in the packet are just *sample* lessons and that participants should feel free to modify them for use in their own classrooms, or generate their own lessons.
- After they teach a lesson, participants should complete the Post-Teaching Reflection Sheet (located in the Sample Lesson Packet) and bring these back to Session Three.
- Ask for questions or comments about the assignment.

Ask participants to find a partner for this assignment

- Ask participants to find a partner for this assignment (perhaps someone they worked with in an earlier activity) so they can talk between sessions about the assignment.
- Ask the pairs to exchange names and phone numbers so that they can speak with each other before and after teaching a sample lesson.
- Encourage them to:
 - Discuss the assignment and any problems they anticipate
 - Discuss how the lessons went
 - Share their findings and observations

CLOSURE ACTIVITIES (20 minutes total)

Session Review

(15 minutes)

Discussion Methods: Facilitated full group discussion, The Dance and the Balcony

Content Review

Briefly remind participants of the purpose of Session Two:

- To expand our understanding of the range of language, literacy, and numeracy skills needed for people to participate in disease prevention and screening activities
- To prepare participants to try out some sample lessons with their students

Discussion Methods Review -The Dance & the Balcony

- Remind participants about the purpose of the *Dance and the Balcony* activity:
 - To reflect on the discussion methods used for activities during this session.
 - To identify discussion methods that might be useful in the classroom.
- Review the following discussion methods and activities from Session Two. Then ask participants to identify the discussion methods that they feel would be effective for use in their classrooms. Use the table below to help you facilitate this discussion.

Session Two Discussion Methods	Activity Examples
Large Group Discussion	Reviewing results of in-class activity; listing of tasks, reviewing group work
Small Group Work	Identifying skills related to disease prevention and screening tasks
Walk About	Review of group work
Paired Discussion	Sample Lesson Review

Session Evaluation

(5 minutes)

Handouts: Session Two Evaluation Form

Session Evaluation (5 minutes)

- Distribute the Session Two Evaluation Forms and ask participants to complete them. Collect the evaluation forms before the participants leave.

Closing Notes

- Thank the participants for their contributions during this session.
- Take a minute or two to address any logistical issues related to Session Three.
- Post the date, time, and place for Session Three.

Notes

Notes

Notes



National Center for the Study of Adult Learning and Literacy

NCSALL at World Education
44 Farnsworth Street • Boston, MA 02210
(617) 482-9485
www.ncsall.net

The National Center for the Study of Adult Learning and Literacy (NCSALL) is a collaborative effort between the Harvard Graduate School of Education and World Education. The University of Tennessee, Portland State University, and Rutgers University are NCSALL's partners. NCSALL is funded by the Educational Research and Development Centers program, Award Number R309B60002, as administered by the Institute of Education Sciences (formerly Office of Educational Research and Improvement), U.S. Department of Education. The contents of this publication do not necessarily represent the positions or policies of the Institute of Education Sciences, or the U.S. Department of Education, and you should not assume endorsement by the Federal Government.