

Skills for Disease Prevention and Screening

Session Five 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 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.

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:

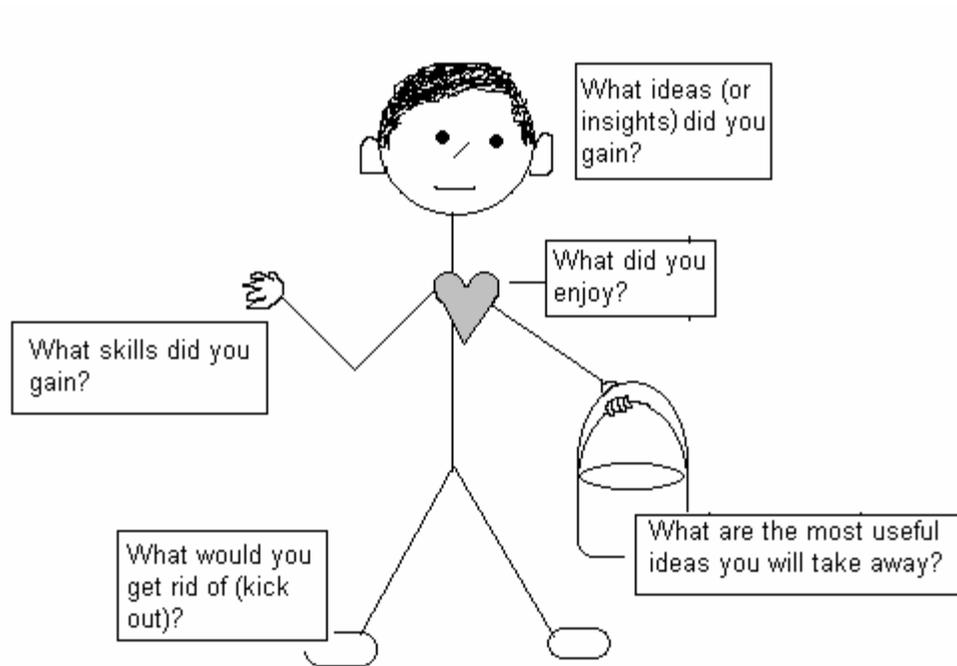
6. List of Study Circle+ Participants

Optional:

7. Copies of health literacy lessons written by participants (one complete packet for each participant).

Head, Heart, Hands, & Feet

~ Draw this diagram on newsprint ~



Skills for Disease Prevention and Screening

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

Session Five Agenda

Introductory Activities (10 minutes)

- Welcome
- Review Objectives and Agenda

Discussion & Analysis Activities (120 minutes)

- 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

Kurt Lewin and the Force Field Analysis

Sociologist Kurt Lewin is often called the “grandfather of behavioral sciences” for his research on and insights about how people make changes in their lives. He worked primarily with groups of people rather than with individuals, and examined what made change difficult or easy. His work set the foundation for peer counseling, group therapy, and focus groups.

Lewin suggested that when we consider helping people make change, we must first concentrate on what people are most comfortable with. 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 things just the way they are. Lewin recognized that most people are uncomfortable with change.

When we conduct a *force-field analysis*, we examine the forces that support change and the forces of *stasis*, or leaving things just as they are. Lewin, working within situations that considered change as positive, labeled the forces for change as positive and the forces for stasis as barriers to change, or negative.

Consider a smoker. Carla knows that smoking is harmful to her health (positive force, for change). Her children remind her of this all the time (positive force, for change). At the same time, she enjoys smoking (negative force, against change). Her friends at work all gather together for talk and a smoke during work breaks (negative force, against change).

Lewin suggests that if we just add more positive forces, we create tension for people.

For example: Carla’s eldest is taking a health course and brings home pictures of lungs of people who smoke. Carla immediately wants a smoke to calm her nerves!

However, if we remove the negative forces, change becomes easier.

For example: Carla’s work place offers an innovative smoking cessation program at no cost. Friendship groups are encouraged to attend together.

Lewin suggests that we can support change best if we focus on removing barriers as a first step.

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.

Skills for Disease Prevention and Screening: Goals and Objectives

Study Circle+ Goals:

The overall goal of the Health Literacy Study Circle+ is to build the capacity of adult education instructors to incorporate health literacy skills into their curriculum and instruction.

The goal for the Disease Prevention and Screening Study Circle+ is to prepare participants to help their students develop basic skills needed to engage in disease prevention and screening activities. These skills include:

- Understanding and acting on public health recommendations
- Taking disease prevention actions
- Making informed decisions about participating in screening tests
- Asking questions to clarify screening test results
- Planning for and take appropriate follow-up actions

Study Circle+ Objectives:

Participants in the Disease Prevention and Screening Study Circle+ will:

1. Develop a shared definition of “health literacy”.
2. Identify the activities people engage in related to disease prevention and screening.
3. Identify literacy related barriers and issues faced by people as they engage in disease prevention and screening activities.
4. Identify health literacy skills needed to accomplish the many tasks involved in disease prevention and screening activities.
5. Teach, modify, and critique sample lessons designed to build students’ literacy and numeracy skills related to disease prevention and screening.
6. Create and pilot a lesson based on students’ needs.
7. Outline a sequence of lessons for a health literacy unit and an evaluation plan.
8. Develop strategies for incorporating health literacy skills into classroom activities.

Study Circle+ Group Discussion Methods

This handout summarizes the different discussion methods used during this Health Literacy Study Circle+. You may want to keep this list as a reference and use or adapt any methods that are appropriate for your own teaching.

Session One Discussion Methods	Activity Examples
Presentation	Introduction and Overview
Pair Discussion with Brief Report	Review of readings and health literacy
An Expanding Discussion	Our own experiences and observations
Trigger and Facilitated Large Group Discussion	DVD
Review, Analysis, and Group Discussion	Prepare to conduct the In-Class Needs Assessment and to engage in the on-line risk assessment
The Dance and the Balcony	Reflect on the study circle discussion methods and structured activities

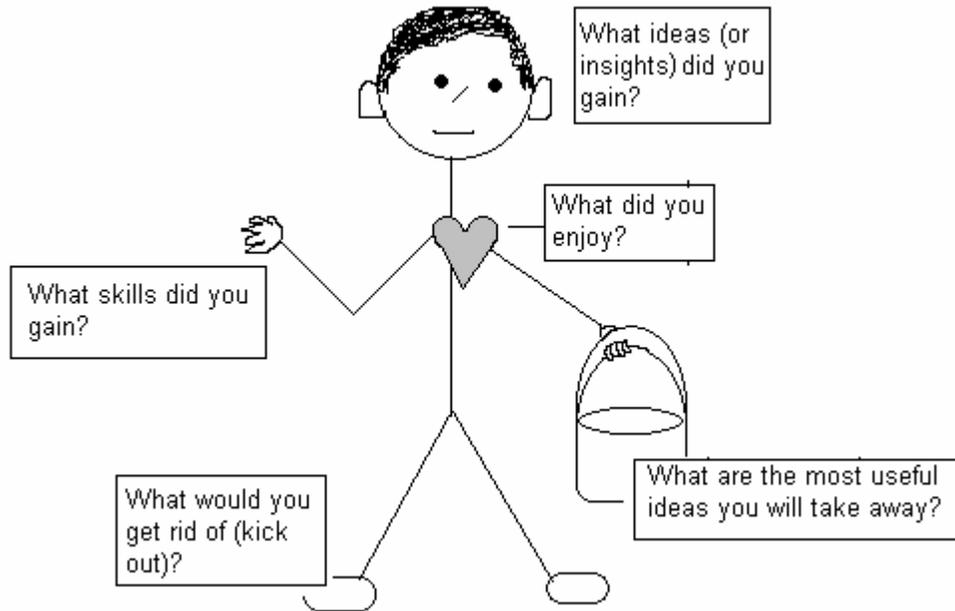
Session Two Discussion Methods	Activity Examples
Large Group Discussion	Reviewing results of in-class activity; listing of tasks; reviewing group work
Small Group Work	Identifying skills related to disease prevention and screening tasks
Walk About	Review of group work
Paired Discussion	Sample Lesson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

Session Three Discussion Methods	Activity Examples
Pair Work	Review and discuss the sample lessons taught; review lesson template; plan to teach lessons you have developed
Walk-About	Consider and then share ideas for health literacy units
Private Reflection	Reflect on skills and write down unit ideas; reflect on lesson ideas
Small Group Work	Develop unit ideas

Session Four Discussion Methods	Activity Examples
Facilitated large and small group work	Share teaching experiences, share ideas for health literacy units and measurement options
Brainstorming	Consider ways to measure success
Dance and the Balcony	Review discussion methods used during this session

Session Five Discussion Methods	Activity Examples
Full Group Discussion	Discuss challenges with the assignment
Partnership for Peer Review	Discuss unit and evaluation plans
Force Field Analysis And “Corners” Discussion	Identify barriers and supports that affect health literacy skill development in ABE/ESOL programs
Walk-About	Review results of small group work
Head, Heart, Hands & Feet	Study Circle evaluation and feedback

Head, Heart, Hands, & Feet



Posting Place	Questions
Head	What information did you learn or insights did you gain during this Study Circle+ (e.g., new knowledge, ideas, concepts)?
Heart	What about the Study Circle+ made you feel good? What did you enjoy?
Hands	What skills did you gain?
Feet	What activities or materials would you like to “kick out” (leave out) or change? Note that suggestions here may be related to discussion methods and/or content (e.g., readings, hand-outs, topics).
Basket	What is the most useful idea or concept that you will take away from this Study Circle+?

