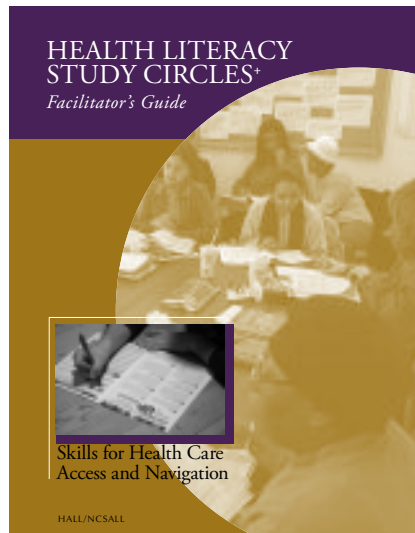


Skills for Health Care Access and Navigation

SESSION FOUR: Planning Lessons, Units, and Evaluations

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

Skills for Health Care Access and Navigation



SESSION FOUR: Planning Lessons, Units, and Evaluations

HEALTH LITERACY STUDY CIRCLES+
HALL/NCSALL May 2005

Rima Rudd, Sc. D.

Lisa Soricone, Ed. D.

Maricel Santos, Ed. D.

Emily Zobel, Sc. M.

Janet Smith, Ed. M.

Winston Lawrence, Ed. D.

Notes to Facilitator

About This Session

In some respects, the study circle process thus far has put the “cart before the horse” by having participants experiment with teaching lessons before developing an overall plan for including health literacy skills into their work.

The activities and follow-up assignment for Session Four will enable participants to move the “cart” back behind the “horse.” You will help them clarify their thinking about a health literacy unit – a set of six to eight lessons focused on a group of related skills needed for health care access and navigation. Participants will also consider a variety of ways to measure and document their students’ success in developing these skills.

Introductory Activities

The introductory activities of Session Four are designed to help participants understand the structure and content of the session. As in previous sessions, you will begin this session with a welcome and presentation of the session agenda. Be sure to allow a few minutes for any questions or comments from the last session.

Discussion and Analysis Activities

The discussion and analysis activities of Session Four provide opportunities for participants to share their teaching experiences and lesson ideas and to consider a health literacy unit plan. Participants then step back from the unit they have outlined to think about the results they hope to achieve. You will help them consider ways to measure success.

Planning Activities

The planning activities prepare participants to outline a unit and evaluation plan. Participants will develop draft plans between Sessions Four and Five and prepare to share their drafts in the final session of the Study Circle⁺. Once again, you will ask participants to form partnerships to discuss the assignment between sessions.

Closure

During the closure activities, as in previous sessions, you will conduct two summaries. One summary is focused on content and the other is focused on discussion methods. You will also ask participants to complete a written evaluation.

The Group Discussion Methods

The discussion methods used in Session Four are designed to establish a relaxed atmosphere for sharing and for discussion. The following discussion methods are included in this session:

- ***Facilitated Small and Large Group Work:*** Participants work in pairs, small groups, and facilitated large groups.
- ***Brainstorm:*** A brainstorm activity stimulates a group to generate ideas or solutions. As the facilitator, you want to help people feel comfortable stating ideas without inhibition and without feeling judged. Therefore, during a brainstorm, you should ask participants not to comment on or evaluate the suggested ideas to encourage participants to examine a broad range of ideas or solutions.
- ***The Dance and the Balcony:*** Participants will review and analyze the discussion methods used during this session.

Overview: 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 Four and Five

Time

- 3 hours

Session Four 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 (15 minutes)

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

Discussion & Analysis Activities (2 hours 10 minutes)

- Share Teaching Experiences
- Share Unit Ideas
- – 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

Materials and Preparations

- Newsprints (flipcharts) and markers
- Overhead projector
- Post-it notes

Newsprints (flip charts) or overhead transparencies (2)

Blank sheets will be needed for two activities:

- Generate a list of unit ideas
- Brainstorm evaluation options

Handouts (4)

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

1. Session Four Objectives and Agenda
2. Unit Plan Packet (12 pages) 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 (the handout with notes on teaching a new lesson)

Session Four: Planning Lessons, Units, and Evaluations



Photo © Jon Crispin

INTRODUCTORY ACTIVITIES (15 minutes total)

Welcome & Agenda (15 minutes)

Discussion Method: Presentation by facilitator

Handouts: Session Four Objectives and Agenda

Welcome the group back and review Session Three

Remind participants that they shared their experiences teaching a sample health literacy lesson. They identified other skills they could teach in their classroom and considered ways that related lessons could be grouped into health literacy units. Between Sessions Three and Four, participants worked with partners and developed and taught their own health literacy lessons.

Now, participants will again share their teaching experiences. Participants will then shift their attention to the development of a health literacy unit focused on health care access and navigation. They will also consider possible ways to evaluate the effectiveness of their unit.

Distribute the Session Four 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 and 10 minutes total including a 10-minute break)

Share Teaching Experiences (30 minutes)

Discussion Methods: Small group work and discussion

Handouts: Lesson Reflection Sheet (handout from Session Three)
Unit Plan Packet

Ask participants to work in small groups to discuss their teaching experiences

- Ask participants to form small groups of two to three people to share experiences teaching their own health literacy lessons. Ask participants to use the questions on their Lesson Reflection Sheets to guide their discussions.
- Ask participants to take about 5 minutes each to give a brief overview of their lessons and allow time for reactions and questions from other group members. Each overview should include:
 - Focus or theme of the lesson
 - Brief description of the lesson (objective, skill and activity)
 - Brief description of their students' reaction to the lesson
- While people are working in small groups, try to sit with each group for a few minutes. Alert the groups when 5 minutes remain.

Share Unit Ideas (30 minutes)

Discussion Method: Facilitated group discussion

Facilitate a full group discussion about unit ideas

- Ask the participants to consider how their teaching experiences might help them design their health literacy unit. You might ask:
How has your teaching experience helped you shape or reshape your ideas about a unit on health care access and navigation skills?
- Tell participants that you would like to create a list of their ideas for health literacy units so that everyone can see the range of ideas.
 - Ask a volunteer to record the list on a newsprint or overhead transparency.
 - Ask each participant to name the focus/theme of the health literacy unit.

- Once the list is complete, ask the participants to focus only on the units that address skills related to health care access and navigation.
- Ask a volunteer to comment on any patterns or areas of overlap on the list. For example, several units may focus on an application process. Some units might focus on finding one's way in a health center or hospital.
- You may want to suggest other ideas for units:
 - *Getting Health Insurance*
 - *Learning about Patient Rights and Responsibilities*
 - *Communicating with Doctors and Nurses*
- Ask one or two volunteers to sketch out the sequence of lessons that constitute his or her unit.

Note to Facilitator: You may want to collect copies of the participants' lessons. If you have the time and resources, consider making copies of these materials to create a lesson packet for each participant that you can hand out during Session Five.

Review the Unit Plan Packet (10 minutes)

Discussion Method: Facilitated presentation

Handout: Unit Plan Packet

Distribute and review Unit Plan Packet

- Explain that these materials were developed as tools to help participants plan and evaluate their units. This packet includes the following materials:
 - 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

- Explain that participants will be asked to draft a health literacy unit to bring to Session Five using the Health Literacy Unit Template as a guide. Participants should feel free to adapt the template to suit their own teaching needs and styles.
- Allow a few minutes for participants to review the unit template and to ask questions for clarification. If participants need more time to review the template, tell them that you will be available during the break to answer any additional questions.
- Explain that, after the 10-minute break, the group will discuss ways that they can measure their students' success in developing health literacy skills.

TAKE A 10-MINUTE BREAK

Develop an Evaluation Plan (50 minutes)

Discussion Methods: Brainstorming, small group discussions, large group summation

Handouts: Sample Health Literacy Unit
Sample Evaluation Plan

Brainstorm ways to measure success (10 minutes)

Facilitate a brief brainstorming activity focused on evaluation activities.

- Begin by asking the participants to first think about how they generally determine the success of their lessons and units.
- Ask a volunteer to record ideas on a newsprint or overhead transparency.
- Encourage participants to generate ideas and remind them that ideas will be listed without critique or commentary. Remind participants to focus on evaluating skills related to health care access and navigation.
- Anticipate a list that may include the following:
 - Administer a test
 - Provide practice opportunities and observe
 - Ask students to role play
 - Ask students how confident they feel about trying a particular task (such as making an appointment over the phone)
 - Give assignments that require students to apply the new skills
 - Ask students to report back when they have applied new skills

Consider knowledge, perceptions, skills, and actions (5 minutes)

Tell participants that they will now consider additional ways to measure success for their health literacy units by focusing on the Sample Health Literacy Unit. Tell the participants that the unit design focuses on:

- **Knowledge** such as new vocabulary
- **Perceptions** such as increased sense of ability to ask questions
- **Skills** such as the ability to prepare a folder with needed information and evidence
- **Actions** such as completing an application form

Define and measure success (25 minutes)

Introduce small group work focused on the sample unit by asking participants to form working groups of four to five people.

- Ask the groups to read the Sample Health Literacy Unit so that they can all use the same example as they consider evaluations.
- Ask the groups to review the sample unit plan and turn to the Sample Evaluation Plan.
- Suggest that the groups focus on three questions:
 1. *What will the students be able to do after you teach this unit?*
Remind participants to consider the variety of health literacy skills included in the example.
 2. *Does the focus on knowledge, perceptions, skills, and actions cover the kinds of changes they want to consider?*
 3. *What can teachers do to document that these changes have taken place?*
- Give the groups about 20 minutes for discussion. Make yourself available to help groups who need assistance thinking of possible strategies and methods for assessing and documenting changes.

Summarize the work completed (10 minutes)

- After the participants have had an opportunity to share their ideas, offer the following point by way of summary:
Your students might experience a number of changes as they build health literacy skills.
- Ask participants to list examples:
 - One way to measure mastery of a skill
 - One way to measure an action taken outside the classroom

PLANNING ACTIVITIES (20 minutes total)

Review the Assignment: Outline of Unit Design and Evaluation Plan (20 minutes)

Discussion Method: Presentation with questions and answers

Handout: Unit Plan Packet

Briefly list accomplishments to date (5 minutes)

- Note that participants have:
 - Conducted a needs assessment with their students
 - Identified skills their students are interested in developing
 - Tested a skill development activity or two in their classes
 - Considered a unit plan
 - Considered “success” and how to measure it
- Tell the group that they will now bring all of these elements together to develop a health literacy unit and a plan for evaluating success. Note that the health literacy unit will, of course, focus on skills related to health care access and navigation.

Review Assignment (15 minutes)

Remind participants that they are asked to draft a health literacy unit focused on health care access and navigation. Encourage participants to use the Unit Template and the other materials in the packet distributed earlier.

- Ask participants to briefly review the full handout and to ask for clarification or raise any issues or concerns.
- Ask participants to look specifically at the Unit Template. Suggest that participants do their best to use the template and modify it as needed to better suit their individual styles.
- Ask participants to meet or speak by phone with their previous partner over the next week to discuss any problems, review plans, and/or share observations.

Remind participants to bring two copies each of their unit and evaluation plans to the next session.

CLOSURE ACTIVITIES (15 minutes total)

Session Review and Evaluation (15 minutes)

Discussion Methods: Facilitated full group discussion and session evaluations

Handouts: Session Four Evaluation Forms

Content Review

Ask if anyone in the group is willing to summarize key content areas or comment on insights or new information covered during this session. If no one volunteers, you should provide a summary. You or the volunteer will likely highlight the following:

- New lessons and teachers' classroom experiences
- Unit template
- Definitions of “success” and measurement issues

Methods Review

- If needed, remind participants about the Dance and the Balcony activity.
- Refer to the following list to help you facilitate a brief discussion and evaluation of the different discussion methods used during this session.

Group Discussion Method	Activity Examples
Small group work: paired discussions, analysis in groups of three to five	Share teaching experiences, ideas for health literacy units, measurement options
Brainstorming	Consider way to measure success
Presentation with Questions and Answers	Review handout and assignment

Session Evaluation

Distribute the Session Four 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.
- Address any logistical issues related to Session Five.
- Post the date, time, and place for Session Five.

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.