

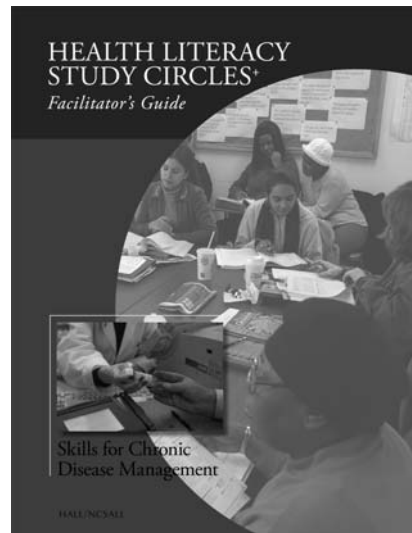
# Skills for Chronic Disease Management

## **SESSION FIVE: Developing Strategies for Success**

**HEALTH LITERACY  
STUDY CIRCLES<sup>+</sup>  
HALL/NCSALL 2005**



# Skills for Chronic Disease Management



## SESSION FIVE: Developing Strategies for Success

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

Rima Rudd, Sc. D.

*Lisa Soricone, Ed. D.*

*Maricel Santos, Ed. D.*

*Charlotte Nath, R.N., Ed. D.*

*Janet Smith, Ed. M.*



# Notes to Facilitator

## About this Session

This final session gives participants an opportunity to review drafts of their health literacy units and evaluation plans. This session also devotes time towards the end for participants to discuss ways they can stay in touch with each other and continue the work they have started in this study circle.

### Introductory Activities

The introductory activities are designed to help participants understand the structure and content of the session. It is especially important at this time to address any remaining questions or comments from prior sessions.

### Discussion and Analysis Activities

The discussion and analysis activities enable participants to share their health literacy units and evaluation plans. Participants offer and receive a peer review of their health literacy units and evaluation plans during this first activity. Participants then analyze the barriers and supports to the integration of health literacy skills related to chronic disease management into their programs.

### Planning Activities

These brief activities focus on how participants can keep in touch with each other beyond the study circle experience.

### Closure

The closure activities are critically important for several reasons. These activities give participants time to reflect on this study circle experience as a whole, and to recognize what they have achieved and what the experience has meant to them.

This final session of the study circle includes an expanded set of closing activities.

- You will ask participants will review the Study Circle+ Goals and Objectives and consider the main ideas presented during the study circle sessions.
- You will conduct an evaluation of the study circle experience by leading an exercise called Head, Heart, Hands, & Feet.

## The Group Discussion Methods

The Discussion Methods used in Session Five are designed to let participants share their teaching plans with each other, and to stimulate participants' thinking about the context in which they will be implementing health literacy skill development.

The discussion methods for this session include:

- **Peer Review:** Participants work in pairs so that each member can offer feedback in a comfortable and relatively private discussion.
- **“Corners” discussion:** Participants move to different corners of the room that represent different perspectives. Participants discuss issues with others in their corner, and then come back together as a group to share ideas from the different perspectives. This format is useful when participants need to consider multiple viewpoints on a topic or need to problem-solve from multiple perspectives.
- **Brainstorm:** Participants generate solutions and ideas.
- **Walk about:** After small group work, groups post ideas and participants circulate to review the ideas of other groups.
- **Head, Heart, Hands, & Feet:** This exercise uses the metaphor of the human body as a framework for responding to a set of evaluation questions. Participants first respond individually to several questions on Post-it notes. Then they place their Post-it notes on specific parts of a stick-figure diagram to indicate insights gained (head), skills developed (hands), what they liked (heart), what they would like to discard (feet), and useful ideas they will take with them from the study circle (basket). This exercise is designed to encourage participants to talk about the range of positive and negative elements of their Study Circle+ experience.

# Overview of 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

## Time

- 3 hours

## Session Five Agenda

### *Introductory Activities* (10 minutes)

- Welcome, Session Objectives and Agenda

### *Discussion & Analysis Activities* (2 hours)

- Share Plans and Strategies (Peer Review)
- – Take a 10-Minute Break –
- Identify Barriers and Supports
- Develop a Strategy for Action

### *Planning Activities* (10 minutes)

- Discuss How to Stay in Touch

### *Closure Activities* (40 minutes)

- Study Circle Summary
- Final Evaluation

## Materials and Preparations

- Newsprints (flip charts) and Markers
- Overhead projector
- Dot stickers (4 per person)
- Post-it Notes (10 per person)

### Newsprints (flip charts) or Overhead Transparencies (2)

We typically refer to materials on flip charts 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"> <li>▪ Head, Heart, Hands, &amp; Feet Diagram</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify Barriers and Supports</li> </ul>

### Handouts (5)

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

1. Session Five Objectives and Agenda
2. Skills for Chronic Disease Management – Goals and Objectives
3. Study Circle+ Group Discussion Methods
4. Head, Heart, Hands, & Feet
5. List of Participants (from Session One)

### Optional

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



## Session Five: Developing Strategies for Success



Photo © Jon Crispin

## **INTRODUCTORY ACTIVITIES** (10 minutes total)

### **Welcome, Session Objectives and Agenda** (10 minutes)

**Discussion Methods:** Presentation by facilitator

#### *Welcome the participants back and offer a brief review of Session Four*

Remind participants that they shared their experiences creating and teaching new lessons during the last session, and discussed health literacy units and ways to measure success. Between Sessions Four and Five, participants were asked to outline their own health literacy units and draft evaluation plans.

#### *Provide a brief overview of Session Five*

Participants will review their health literacy units and evaluation plans with each other. They will also analyze the barriers and supports to the integration of health literacy skill development into their programs. This session also provides time to help participants stay in touch and continue the work they have started in this study circle.

#### *Distribute the Session Five 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 total including a 10-minute break)

### Share Plans and Strategies (Peer Review) (50 minutes)

**Discussion Methods:** Peer review and facilitated full group discussion

*Ask participants to share challenges they faced as they drafted their units* (15 minutes)

- In the large group, ask participants to discuss the challenges they faced as they completed this assignment. Encourage participants to take notes on this discussion and write down any ideas that are particularly helpful with respect to their own teaching situation.
- Ask the following questions to guide this discussion:
  1. *What challenges did you face with this assignment?*  
(e.g., my class is open enrollment and meets fewer than 10 hours a week, because most students work full-time and cannot commit more time to going to school. It is hard for me to imagine how I might carry out a unit, when students do not come regularly and new students drop in all the time. )
  2. *Did anyone else face this same issue?*

*Introduce the Peer Review Method* (5 minutes)

- Explain that participants will now have a chance to see how others developed a unit, and share thoughts, questions, and suggestions.
- Propose the following guidelines for giving feedback, and then ask participants if they would like to add anything else to the list (you might want to write these on the board or on newsprint).
  - Ask questions for clarity before you offer suggestions for change
  - Offer ideas and suggestions but not criticism
  - Share what has worked for you in similar situations, as appropriate
  - Tell the author what you like about the unit and evaluation plan

*Ask participants to work in pairs* (30 minutes)

- Ask participants to pair up to discuss their health literacy units and evaluation plans.
- Ask participants to take about 10 minutes to read their partner's unit plan, and then take 10 minutes to discuss each plan.

- Suggest the following questions to guide the discussions:
  1. *What are the strengths of the unit and evaluation plan?*
  2. *Is there anything that needs clarification in the unit and evaluation plan?*
  3. *What other skills might be included as part of this unit?*
  4. *What additional activities can you suggest for teaching the skills included in this unit?*
  5. *What other ways of evaluating the effectiveness of this unit can you suggest?*
- Tell participants that they will focus on identifying supports and barriers related to their health literacy work after the break.

### TAKE A 10-MINUTE BREAK

#### **Identify Barriers and Supports (30 minutes)**

**Discussion Methods:** “Corners” Discussion with a focus on a Force Field Analysis

**Materials:** Newsprints, markers, dot stickers

**Newsprints:** Identify Barriers and Supports

#### *Introduce the Force Field Analysis and “Corners” discussion format (10 minutes)*

Describe the Force Field Analysis by sharing the following information with the group.

- This exercise draws from Kurt Lewin’s work in the 1940s. Lewin is often called the “grandfather of behavioral sciences” for his research on and insights about change.
- Lewin determined that an effective action plan most easily comes out of this group method if the group focuses on removing barriers before they consider adding supports.
- This method will be used to help participants understand the range of barriers and supports that affect their ability to integrate and sustain a focus on the development of health literacy skills in ABE/ESOL programs.

A “force-field analysis” is a method based on a theory of change. Sociologist Kurt Lewin was interested in how people make changes in their lives. Lewin recognized that most people are uncomfortable with change. 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.

The (*positive*) forces for change support new action.

The (*negative*) forces for staying the same are barriers to change.

Lewin suggests that we can support change best if we focus on removing barriers.

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.

- Next, explain that participants will now conduct a force-field analysis to identify the range of barriers and supports to the integration of health literacy skill development in their own programs.
- Assign participants to one of four levels of analysis: Individual, Classroom, Program, and Community. Ask each group to generate a list of those factors specific to that level that either support or hinder the integration of health literacy skill development into instruction.
  - **Individual:** *How do your individual limitations or strengths hinder or support the integration of health literacy into instruction?*
  - **Classroom:** *How does the classroom setting hinder or support the integration of health literacy into instruction?*
  - **Program:** *How does the program hinder or support the integration of health literacy into instruction?*
  - **Community:** *How does the community hinder or support the integration of health literacy into instruction?*

***Participants work in their “Corners” (20 minutes)***

- Give each group a blank page of newsprint, and ask each group to write the title (Identify Barriers and Supports) and the assigned level on the newsprint.

- Ask participants to focus on their assigned level, and generate as many supports and barriers as they can.
- Each group should ask one person to serve as the facilitator and another as the recorder. The facilitator should help the group brainstorm about the range of barriers and supports specific to the assigned level. The recorder should record the group's ideas on a newsprint titled Identify Barriers and Supports.
- While the four groups are discussing barriers and supports, you should circulate around the room so that you can observe the discussions.
- Provide a 5-minute warning so that the groups can prepare their newsprints. Ask the groups to post their newsprints on the wall when they are finished.

Identify Barriers and Supports	
Level of Focus: Individual, Classroom, Program, or Community	
Barriers	Supports

### Develop a Strategy for Action (30 minutes)

**Discussion Methods:** Walk about followed by large group discussion

#### *Introduce the walk about activity* (15 minutes)

- Explain that participants will now have an opportunity to review ideas from other groups. They will also highlight those barriers that are of immediate concern and those supports that are essential for the integration into instruction of health literacy skills needed for managing a chronic disease.
- Give each participant four dot stickers.

- Ask participants to walk about the room and read the list of barriers and supports generated by each group.
- After they have read all of the lists, ask them to place dots next to **two barriers** that they consider to be of immediate concern and **two supports** that they feel are essential to successful integration.
- Participants can also add new barriers and supports to the lists.
- As the walk-about is wrapping up and the participants are settling back into their seats, you (or a volunteer) should do a quick tally of the stickers to determine the barriers and supports that participants identified as being the most important.

*Facilitate a large-group discussion: Analysis of priorities (15 minutes)*

- Ask volunteers to comment on the barriers and supports that received the greatest number of stickers. You may note whether the highlighted items were concentrated in one particular level, such as the classroom level, or whether they were distributed across the levels.
- Pose the following questions to start the discussion:
  1. *Look at the barriers we have identified as most important.  
What could you do to address these barriers as an individual?  
As a work group?*
  2. *Look at the supports we have identified as most important.  
What could you do to strengthen these supports as an individual?  
As a work group?*

## **PLANNING ACTIVITIES** (10 minutes total)

### **Discuss How to Stay in Touch** (10 minutes)

**Discussion Methods:** Full group discussion

**Handouts:** List of Participants

*Discuss opportunities for participants to keep in touch and continue their health literacy work*

- Ask if everyone has the List of Participants. If not, provide copies.
- Read the following suggestions and ask participants how they would like to keep in touch.
  1. Set up a listserv so that participants can email one another about their ideas and questions. (Ask if anyone will volunteer to set this up.)
  2. Exchange lesson ideas.
- Note that the Health Literacy Study Circle<sup>+</sup> was also designed to foster a community of practitioners who are interested in integrating health literacy skills in the ABE/ESOL field. Read the following list and ask the participants to consider working together to:
  1. Arrange to meet at adult education conferences to exchange lesson ideas
  2. Collaborate to develop a presentation at an adult education conference
  3. Set up meetings to determine how to offer workshops to other teachers in their programs



## **CLOSURE ACTIVITIES** (40 minutes total)

This closing activity offers a brief overview of the entire Study Circle+ and introduces a new evaluation exercise.

### **Study Circle Summary** (10 minutes)

**Discussion Methods:** Full group discussion

**Handouts:** Skills for Chronic Disease Management – Goals and Objectives  
Study Circle+ Discussion Methods

#### *Distribute the two handouts*

- Distribute the handout titled Skills for Chronic Disease Management – Goals and Objectives.
- Distribute the handout titled Study Circle+ Discussion Methods. Point out that participants may want to refer to it for the next activity and keep it as a reference for their own teaching.

#### *Pose the following question to review accomplishments and activities*

1. *What have you learned about health literacy skills?*
2. *What can you do now to continue this work?*

### **Final Evaluation** (20 minutes)

**Discussion Methods:** Head, Heart, Hands, & Feet exercise

**Handout and Materials:** Head, Heart, Hands, & Feet handout and  
Post-it notes

**Newsprints:** Head, Heart, Hands, & Feet

#### *Conduct the Head, Heart, Hands, & Feet Activity* (15 minutes)

Explain that this evaluation activity gives participants an opportunity to reflect on their Study Circle+ experience. This activity also serves as a summary evaluation of the study circle for you, the facilitator.

- Post the Head, Heart, Hands, & Feet newsprint (see the diagram on the handout). You might want to note the fitting use of a body for this evaluation of health-related activities.
- Distribute the handout titled Head, Heart, Hands, & Feet and 10 Post-it notes to each participant.
- Read each question to participants and ask them to write at least one comment for each part of the diagram.
- Ask the participants to stick their notes on the newsprint diagram.

***Review the Post-it notes (5 minutes)***

- When all notes are posted, ask a volunteer to read the notes for each part to the whole group.
- Suggest that participants may want to use this kind of activity in their classes when appropriate.

***Closing Notes***

- Thank group members for their participation, hard work, and interest in health literacy education.
- Encourage the participants to stay in touch with each other and continue sharing their health literacy ideas and experiences.

# 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](http://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.