

Skills for Chronic Disease Management Session One Materials

Materials and Preparation

- DVD - *In Plain Language* (located in the front pocket of the study circle binder)
- DVD player
- Newsprints (flip charts) and Markers
- Overhead projector (optional)

Newsprints (flip charts) or Overhead Transparencies (3)

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">▪ Study Circle+ Graphic	<ul style="list-style-type: none">▪ Why Health Literacy Is Important for ABE/ESOL Students▪ Challenges and Barriers in Managing Chronic Diseases

Handouts (3)

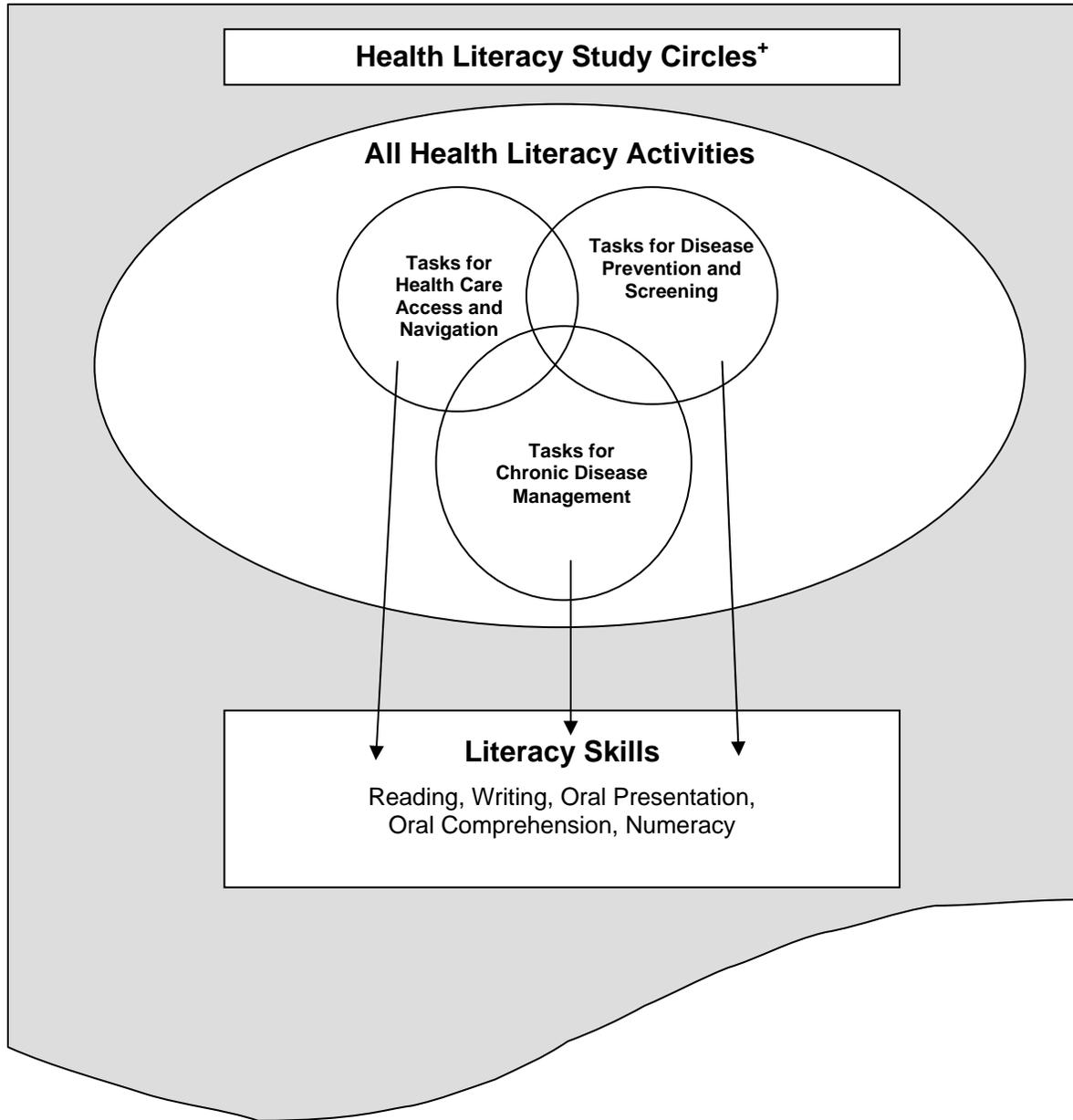
Make copies of the following handouts before the session begins. Note that handouts for each session are located after each session booklet.

1. Session One Objectives and Agenda
2. Session One Evaluation Form
3. In-Class Needs Assessment Packet includes:
 - Introduction
 - In-Class Needs Assessment: Identifying Student Challenges and Barriers in Chronic Disease Management
 - Your Notes after Conducting the Needs Assessment
 - Handouts (include photographs than can also be used for the Alternate Activity)

Sent out before Session One (5)

1. Skills for Chronic Disease Management: Goals and Objectives
2. Participant Definition of Health Literacy
3. Shared Goals but Different Roles in Health Literacy
4. Development of the Guides to the Health Literacy Study Circles+
5. *A Maturing Partnership* by Rima E. Rudd

Study Circle+ Graphic



Skills for Chronic Disease Management

Session One

Objectives

One of the principal goals for this study circle is to prepare participants to help their students develop basic skills related to chronic disease management.

During Session One, participants will:

- Develop a shared definition of “health literacy”
- Identify activities people engage in as they manage a chronic disease
- Identify literacy-related barriers and issues faced by those who manage a chronic disease
- Prepare to conduct a student needs assessment

Session One Agenda

Introductory Activities (40 minutes)

- Welcome and Introductions
- Overview of the Health Literacy Study Circles+
- Review the Study Circle+ Goals and Objectives, and Agenda

Discussion & Analysis Activities (90 minutes including the break)

- Reflect on Health Literacy Readings
- ~ Take a 10-Minute Break ~
- View and Discuss the DVD, *In Plain Language*, or Complete the Alternate Activity with Photographs
- Discuss Experiences and Observations

Planning Activities (30 minutes)

- Prepare for the In-Class Needs Assessment Activity

Closure Activities (20 minutes)

- Session Review
- Session Evaluation and Closing Notes

Skills for Chronic Disease Management

Session One Evaluation Form

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

1. What was the most valuable thing that you gained from today's session? (For example, an insight, a practical idea, specific information, etc.)

2. How would you improve this session?

Skills for Chronic Disease Management In-Class Needs Assessment Packet

The In-Class Needs Assessment Packet includes the following materials:

1. Introduction
2. In-Class Needs Assessment and handouts: Identifying Student Challenges and Barriers in Chronic Disease Management
 - Using the Dictionary to Learn About “Acute” and “Chronic”
 - Nine Photographs
 - Worksheet: Talking about Photographs
 - (SAMPLE for Teachers) Summary Table Describing Chronic Diseases
 - HANDOUT: Summary Table for Describing Chronic Diseases
3. Your Notes After Conducting the Needs Assessment

Assignment to be completed between Sessions One and Two:

These activities were designed to help you learn more about your students’ experiences in dealing with chronic diseases. You can use these activities in your classroom to help you identify some of the challenges and barriers your students encounter when trying to cope with a chronic disease. Come to Session Two prepared to discuss your findings.

Talk with your study circle partner between sessions:

- Discuss the assignment and any problems you anticipate
- Discuss how the assessment went with your students
- Share your findings and observations

~ Please bring your notes to Session Two. ~

Introduction to the In-Class Needs Assessment

What is a needs assessment?

A needs assessment identifies needs in relation to an issue or service. Many assessments identify “felt needs” and pose the question: *What do you need in relation to a particular issue?* Some assessments identify needs as perceived by an outside observer or professional: *Given what I have observed, X is missing in this community or Y is very hard for most people.*

In this case, you will conduct a needs assessment to find out “what’s going on” with your students related to managing chronic diseases. You will explore the challenges and barriers related to literacy skills that make managing a chronic disease difficult for them.

The term “needs assessment” typically implies that we are looking for students’ needs or identifying problems that your students experience. Another way to think about this activity is to think of yourself as conducting an “inventory” of your students’ experiences to gain insights into their strengths and needs.

Before you conduct the needs assessment

To prepare to teach this lesson, we strongly recommend that you carefully look at the pictures and review the entire lesson guide. You are encouraged to modify the lesson to suit your classroom needs. Consider the following questions as you read through the lesson:

- How well suited is this lesson to your students’ skills or proficiency levels?
- How might you adapt it to make it more appropriate for your students?
- Which of the optional activities are you likely to choose? Why?
- How might you work this lesson into what you are currently doing with your students?

As part of this lesson, your learners will examine a set of pictures that feature people engaging in tasks related to chronic disease management. The learners will answer questions in response to the pictures. You will summarize their responses on the board or on newsprint.

You may also want to discuss the needs assessment with your study circle partner to consider ways you might modify it for your students.

In-Class Needs Assessment: Identifying Student Challenges and Barriers in Chronic Disease Management

<p>Chronic Disease Management Tasks Addressed in This Lesson:</p> <ul style="list-style-type: none">▪ Learners will increase their understanding of the concepts of “acute” and “chronic illness.”▪ Learners will identify barriers that make it difficult for them to manage a chronic disease. <p>Skills Focus</p> <ul style="list-style-type: none">▪ Learners will increase their vocabulary for talking about chronic diseases.▪ Learners will discuss the challenges and barriers related to the management of a chronic disease. <p>ABE/ESOL Level High beginning to intermediate ABE/ESOL</p> <p>Time 1 ½ hours (or two 45 minute sessions)</p> <p>Materials</p> <ul style="list-style-type: none">▪ Blackboard or newsprint paper▪ Markers▪ Handouts:<ul style="list-style-type: none">• Using the Dictionary to Learn about “Acute” and “Chronic”• Nine Photographs• Worksheet: Talking about Photographs• (SAMPLE for Teachers) Summary Table for Describing Chronic Diseases• HANDOUT: Summary Table for Describing Chronic Diseases <p>Key Vocabulary Acute Chronic Disease Illness</p>	<p>Purpose</p> <p>Learners will have an opportunity to talk about the definition of <i>chronic disease</i>. They will explore differences between <i>chronic</i> and <i>acute</i> conditions.</p> <p>By looking at photographs of people engaged in various tasks related to chronic disease management (e.g., talking to a doctor, taking medicine), learners will think about their own experiences and knowledge base about chronic disease management. They will also discuss barriers to successful chronic disease management.</p> <p>After this lesson, teachers will be able to identify the concerns that their learners have in managing a chronic disease. This learner feedback will inform teachers’ subsequent lessons on the development of chronic disease management skills.</p> <p>Steps</p> <ol style="list-style-type: none">1. Brief large group discussion: Brainstorm about having an ear infection versus having diabetes. Write <i>ear infection</i> and <i>diabetes</i> on newsprint or on the board and invite the students to brainstorm about the differences between the two. Pose the following question to start the brainstorm. <i>How is having an ear infection different from having diabetes? Name as many differences as you can.</i> <p>Record students’ ideas.</p> <p>Note to Teachers: Remember that during a brainstorm, learners are encouraged to offer all ideas about how an <i>ear infection</i> might be different from <i>diabetes</i> – even if the learners are not sure or feel as if they are guessing.</p>
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Here is a sample list of differences that the learners might generate in response to the question: *How is having an ear infection different from having diabetes?*

When we have an ear infection	When we have diabetes
<i>An ear infection usually lasts a short time.</i>	<i>Diabetes does not go away. It can last a long time.</i>
<i>Doctors usually give you an antibiotic to take for a week. Sometimes people get better even without taking any medicine.</i>	<i>If you have diabetes, you have to take medicine every day. If you don't, the diabetes can get worse.</i>
<i>We usually visit the doctor once.</i>	<i>We need to see a doctor for regular checkups.</i>
<i>After we take the antibiotics, we get better and the ear infection goes away. Eventually we're not sick anymore.</i>	<i>Diabetes is not "curable." Diabetes does not go away. Some people have to cope with diabetes for their whole lives.</i>

2. Review learners' responses

After the learners have shared their ideas, you may wish to highlight several of the learners' descriptions of the two conditions, emphasizing the fact that diabetes is a disease that lasts a long time. Unlike an ear infection, diabetes does not simply go away. Explain that in the next exercise, learners will have an opportunity to work in small groups and to learn new vocabulary to talk about conditions that "last a short time and go away" and conditions "that don't go away."

3. Small group work: Explore new vocabulary -- "acute" and "chronic"

Write the words "acute" and "chronic" on the board. Organize the class into small groups of three to four learners and provide them with dictionaries (hard copies or on-line).

Explain to the class that doctors and other medical professionals often use these two words to describe health problems. This activity gives learners an opportunity to explore the meanings of these two words and think of health problems that are either "acute" or "chronic." Ask the learners to work in their small groups to complete the tasks outlined on the worksheet, **Using the Dictionary to Learn about "Acute" and "Chronic."**

4. **Large group discussion**

After the small groups have completed the worksheet, bring the class together for a discussion. Ask volunteers to share their ideas about the differences between acute and chronic health problems. As part of this group discussion, be sure to highlight a key difference between the two conditions.

- An ear infection is treated and then ends.
- Diabetes can be treated, but does not go away.

This is the crucial distinction between chronic and non-chronic (i.e., “acute”) conditions. Chronic diseases are on-going conditions. There are no cures for them. People with a chronic disease may not feel sick everyday, but they still have a disease that must be kept under control.

5. To transition to the next step in the lesson, say to the learners:

In your groups, you talked about chronic diseases you know about and if you know someone with a chronic disease. Now that we are together as a class, let's see how many of us know someone with a chronic disease. Please raise your hand if you do.

It is very likely that nearly every learner will raise his or her hand. At this point, as you look around the room at the raised hands, you may wish to point out that nearly everyone knows someone with a chronic disease.

Invite the learners to think about what things people must do when they have a chronic disease. Some possible responses might include:

- Take medicine
- Go to the doctor regularly
- Exercise
- Eat properly
- Use tools like a blood glucose monitor (for diabetes) or peak flow meter (for asthma)
- Avoid getting sick, like with a cold or the flu

In the next exercise, you will ask the learners to look at photographs and think about the things that people must do when they have a chronic disease. The learners will identify different tasks suggested by the photographs, explore what makes these tasks difficult, and discuss ways that people can deal with these difficulties.

6. **Small Group Work: Look at pictures related to chronic disease management**

Organize the class into small groups of three to four learners and assign two pictures to each group. Each picture has some questions to guide the discussions. Read the questions out loud if necessary, or ask students to read the questions as they discuss

the pictures within their groups. The groups will have about 30 minutes to discuss the pictures.

Distribute one copy of the worksheet titled **Talking about Photographs** to each group and ask for a volunteer in each group to note answers to the questions on the worksheet.

7. Large Group Discussion: Identify challenges related to chronic disease management

Ask each group to share their responses to the questions about each picture. Either you or a class volunteer should record the responses to the questions on the board or on a newsprint (or transparency).

8. Large Group Discussion: Final thoughts and questions

After each group has had an opportunity to share their ideas, allow time for the class to add other tasks and challenges/barriers. Invite the students to comment on the ideas brought up during the activity.

ESOL Teaching Tip

To facilitate small group discussion in beginning ESOL classes, you may wish to provide the learners with a set of key words related to the photographs. This will provide the learners with a working list of vocabulary that they can use to begin talking about what they see in the picture. Here are some suggestions for three of the photographs.

Picture 1: At the Pharmacy	Picture 2: At the Dentist	Picture 3: Medicines and a Calendar
<i>directions</i>	<i>changes</i>	<i>appointment</i>
<i>medicine</i>	<i>complaint</i>	<i>calendar</i>
<i>order</i>	<i>diagnose</i>	<i>dose</i>
<i>pharmacist</i>	<i>medical history</i>	<i>plan</i>
<i>pharmacy</i>	<i>patient</i>	<i>reminder</i>
<i>prescription</i>	<i>physician</i>	<i>schedule</i>
<i>refill</i>	<i>symptoms</i>	

Advanced ABE and GED Teaching Tips

To make the lesson more challenging for learners, use the lesson as a writing exercise. Instead of organizing the learners into small discussion groups, ask the learners to write essays (descriptive essays or personal narratives) in response to one of the three pictures.

Technology Tips: Some recommended Web sites

- **The National Heart, Lung, and Blood Institute (NHLBI):** Provides information about diseases of the heart, blood vessels, lung, and blood; blood resources; and sleep disorders. Also contains link to the National Institute of Health Woman's Health Initiative.
<http://www.nhlbi.nih.gov/health/public/heart/other/sp-page.htm>

- **American Diabetes Association:** Web site for a well-known nonprofit health organization providing diabetes research, information, and advocacy. Features materials in several languages. <http://www.diabetes.org/home.jsp>
- **U.S. Food and Drug Administration, Easy-to-read publications:** Features brochures about arthritis in Spanish and English. <http://www.fda.gov/opacom/lowlit/englow.html>
- **National Cancer Institute:** http://www.cancer.gov/cancer_information/cancer_type/

Follow-up Activities

1. Mini-research project about chronic diseases

Ask the learners to form groups of three to four learners. Assign each group a chronic disease (for example diabetes, arthritis, hypertension, asthma, and heart disease).

Explain that each group will conduct basic research on their topic and will find answers to the following questions:

- *What causes this disease?*
- *What parts of the body does it affect?*
- *What are some symptoms of the disease?*
- *What are some treatments for this disease? (Include medicines and life style changes such as diet restrictions, exercise, etc.)*

Direct the learners to different Web sites that address chronic diseases, or ask them to seek out references and other texts at their local library. (*Note: This project may provide the class with an opportunity to develop basic research and library skills.*)

Note: A handout titled **Summary table for describing chronic diseases** is provided at the end of this lesson for learners to complete with the information they find. Use an overhead projector or newsprint to make a larger version of this chart when learners present their information to the class.

2. Interview with a person suffering from a chronic disease

Find someone who is willing to be interviewed about his or her experiences with a chronic disease. You might ask the questions listed below. Ask learners to take notes on the person's responses. Learners can share their information in the next class or write up their notes in an expository essay.

- *What chronic disease do you have?*
- *How did you find out you had this chronic disease?*
- *How did you feel when you first learned you had this disease?*
- *What kind of treatments do you need to take?*
- *How has this disease affected your everyday life?*
- *What advice would you give to someone who just found out they have this disease?*

Using the Dictionary to Learn About “Acute” and “Chronic”

Directions: Look up the words “acute” and “chronic” in the dictionary. For each word, identify the part of speech and its pronunciation.

1. What is the origin of the word “chronic?” What language does the word come from? If people in your group speak another language other than English, share related words (i.e., cognates) from other languages or ask members to translate “chronic.”
2. Read the dictionary definitions for “acute” and “chronic.” Make sure you can re-state the definition in your own words. Use the words in complete sentences to help you remember their meanings.
3. Based on your understanding of the definitions of “acute” and “chronic,” what do you think is the difference between a “chronic disease” and an “acute condition?”
4. Do you know people who have chronic diseases? What diseases do they have?
5. What other chronic diseases do you know about? List them here.

Session One Materials
Handouts: In-Class Needs Assessment

Picture 1: At the Pharmacy

1. What's happening in this picture?
2. How does this picture remind you of your own experience (or experiences of someone you know)?
3. What's easy about getting medicine from a pharmacy?
4. What's difficult?



Photo © Jon Crispin

Session One Materials
Handouts: In-Class Needs Assessment

Picture 2: At the Dentist

1. What's happening in this picture?
2. How does this picture remind you of your own experiences (or experiences of someone you know)?
3. What's easy about talking to a doctor?
4. What's difficult?



Photo © Jon Crispin

Session One Materials
Handouts: In-Class Needs Assessment

Picture 3: Medicines and a Calendar

1. What's happening in this picture?
2. How does this picture remind you of your own experiences (or experiences of someone you know)?
3. What's easy about taking medicine when you have a chronic disease?
4. What's difficult?



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Session One Materials
Handouts: In-Class Needs Assessment

Picture 4: A Peak Flow Meter

1. What's happening in this picture?
2. How does this picture remind you of your own experiences (or experiences of someone you know)?
3. What's easy about using tools to keep track of your health when you have a chronic disease?
4. What's difficult?



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Session One Materials
Handouts: In-Class Needs Assessment

Picture 5: At the Library

1. What's happening in this picture?
2. How does this picture remind you of your own experiences (or experiences of someone you know)?
3. What's easy about finding information about a chronic disease?
4. What's difficult?



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Session One Materials
Handouts: In-Class Needs Assessment

Picture 6: At the Doctor's Office

1. What's happening in this picture?
2. How does this picture remind you of your own experience (or experiences of someone you know)?
3. What's easy about telling a doctor about your health?
4. What's difficult?



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Session One Materials
Handouts: In-Class Needs Assessment

Picture 7: Pills

1. What's happening in this picture?
2. How does this picture remind you of your own experience (or experiences of someone you know)?
3. What's easy about taking a lot of pills each week?
4. What's difficult?



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Session One Materials
Handouts: In-Class Needs Assessment

Picture 8: Blood Sugar Test

1. What's happening in this picture?
2. How does this picture remind you of your own experience (or experiences of someone you know)?
3. What's easy about using tools to keep track of your health when you have a chronic disease?
4. What's difficult?



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Session One Materials
Handouts: In-Class Needs Assessment

Picture 9: At the Grocery Store

1. What's happening in this picture?
2. How does this picture remind you of your own experience (or experiences of someone you know)?
3. What's easy about watching what you eat?
4. What's difficult?



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Session One Materials
Handouts: In-Class Needs Assessment

Worksheet: Talking about Photographs (Notes from small group discussions)

What are people doing in the pictures?	What can be difficult about doing these things?
<i>Picture #</i> ____	
<i>Picture #</i> ____	

Session One Materials
Handouts: In-Class Needs Assessment

(SAMPLE for Teachers) Summary Table Describing Chronic Diseases

Directions: Work in groups of three to four people. Pick a chronic disease. Use the resources, materials, or Web sites provided to you by your instructor and answer the following questions about the disease. Record your answers in the chart. Present your answers to the class.

	Asthma	Arthritis	Diabetes	Hypertension	Heart disease
What is this disease?	A chronic, inflammatory lung disease characterized by recurrent breathing problems.	A chronic medical condition affecting a joint or joints, causing pain, swelling and stiffness.	A chronic disease caused by the body's inability to process sugar, usually due to a lack of insulin.	High blood pressure.	Any disease or condition of the heart, including coronary heart disease, heart failure, hypertensive heart disease, congenital heart disease, disorders of the heart valves, infections of the heart, cardiomyopathy, conduction disorders, and rhythm disorders.
What systems or parts of the body does it affect?	Respiratory Pulmonary	Skeletal	Urinary (kidneys) Endocrine (pancreas)	Cardiovascular	Cardiovascular
What are some signs and symptoms?	Shortness of breath Coughing Wheezing	Painful joints	Frequent urination Excessive thirst Hunger Weight loss	Headaches Heart palpitations Shortness of breath Fatigue Blurry vision Dizziness	Pain in the chest, arms, shoulders and/or neck Change in vision Nausea Headache
What are some treatments for this disease?	Take medicine Exercise Avoid trigger	Take medicine Exercise	Take medicine Exercise Special diet	Take medicine Exercise Special diet Avoid stress	Take medicine Exercise Special diet Avoid stress

HANDOUT: Summary Table for Describing Chronic Diseases

Directions: Work in groups of three to four people. Pick a chronic disease. Use the resources, materials, or Web sites provided to you by your instructor and answer the following questions about the disease. Record your answers in the table. Present your answers to the class.

	Asthma	Arthritis	Diabetes	Hypertension	Heart disease
What is this disease?					
What systems or parts of the body does it affect?					
What are some signs and symptoms?					
What are some treatments for this disease?					

Session One Materials
Handouts: In-Class Needs Assessment

Your Notes after Conducting the Needs Assessment

~ Please bring these notes to Session Two ~

After you have completed the needs assessment activity with your learners, take some time to answer the following questions based on your learners' responses. You may also discuss the assessment and your findings with you study circle partner.

1. **How did the needs assessment experience go? What went well? What surprised you?**
2. **List the diseases identified by your students.**
3. **List the chronic disease management tasks identified by your students.**
4. **List the challenges/difficulties that your students identified that are related to managing chronic diseases.**
5. **List some of the skills related to health literacy that your students need to develop.**