Skills for Chronic Disease Management

Session Three Materials

Newsprints (flip charts) or Overhead Transparencies (3)

We typically refer to materials on flip charts 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
• Chronic Disease Management Tasks and Underlying Skills (from Session Two)	• Lesson Ideas • Health Literacy Unit Ideas

Handouts (9)

Make copies of the following handouts before the session begins.

1. Session Three Objectives and Agenda
2. Developing a Health Literacy Unit
3. My Health Literacy Unit Ideas
4. Tips for Planning
5. Directions for Planning Lessons
6. Overview and The Lesson Plan Template
7. Lesson Reflection Sheet (to be completed after teaching a lesson)
8. Session Three Evaluation Form
9. Expanded Session Materials (Make enough copies for each small group to have two sets of examples from the list below)
    - Tables
    - Charts (Graphs)
    - Scales for Measuring Your Health
    - Liquid Measuring Tools for Medicines
    - Planning Tools for Taking Medicines

From Session Two (Sample Lesson Packet)

1. Post-Teaching Reflection Sheets that participants filled out after teaching a sample lesson

Skills for Chronic Disease Management
Session Three

Objectives

During Session Three, participants will:

- Analyze the experience of teaching a sample health literacy lesson
- Delineate key health literacy skills to be addressed in ABE/ESOL programs
- Develop ideas for health literacy units
- Begin to develop original lesson plans focused on health literacy skills

Session Three Agenda

Introductory Activities (15 minutes)

- Welcome, Session Objectives, and Agenda

Discussion & Analysis Activities (1 hour, 45 minutes)

- Review and Discuss the Sample Lessons Taught
- Consider Ideas for Health Literacy Units
- Outline Health Literacy Units
- ~ Take a 10-Minute Break ~

Planning Activities (45 minutes)

- Consider Units and Lessons
- Develop a Lesson Plan

Closure Activities (15 minutes)

- Session Review
- Session Evaluation and Closing Notes

(Optional) Expanded Session Activities (3 hours including lunch)

Developing a Health Literacy Unit

During this study circle, you have had opportunities to define and identify specific health literacy skills – those skills your students need to be more successful in managing a chronic disease. You have taught a sample lesson and will now consider how to develop a health literacy unit.

Think of a health literacy unit as...

> *A set of 6 – 8 separate but related lessons that address a set of skills needed for managing a chronic disease.*

Consider some different ways you might group lessons to generate unit ideas. Here are a few examples:

- A unit can focus on an overall concept, such as time. The lessons in the unit can address various health literacy tasks and skills that involve time, such as using a calendar to schedule a doctor's appointment or using a clock to determine when medicine should be taken.
- A unit can focus on a specific set of health literacy tasks with lessons addressing the skills needed for those tasks. For example, a task such as taking medicine can address skills needed to accomplish the task, such as measuring liquid doses and scheduling when to take medicines.
- A unit can focus on a specific set of health literacy skills (such as measurement) with lessons using materials from different chronic diseases.

My Health Literacy Unit Ideas

This exercise is designed to help you decide which skill areas to focus on in a health literacy unit.

1. Consider your findings from the needs assessment you completed with your students after Session One and your experience teaching a sample lesson. What are some of the health literacy skills your students need or want to learn?

2. Think about how you might create a unit (six to eight related lessons) to address the skills you listed above, and list those ideas here.

Tips for Planning

Adult educators build skills. Health literacy lessons should focus on literacy skills and not on health content.

- When your students have specific questions about chronic diseases, remind them that you are an expert in building literacy skills. Encourage your students to ask questions when they see a doctor, dentist, nurse, health educator, or pharmacist. They may want to bring the answer back to class.
- Consider bringing health care professionals to class so that they can answer questions about chronic disease issues.
- Lessons and units should focus on skills related to managing a chronic disease, not on general health education topics.
- Set an example for maintaining privacy. You will be talking about chronic diseases in general and will not ask students to reveal their own health issues. In addition, you should avoid using your own personal health experiences as examples.

Directions for Planning Lessons

The Lesson Plan Template was developed and used to create the sample lessons included in this study circle. Please use this template to create your own lessons. It will provide some consistency for shared work and for reviews.

- Review the Lesson Plan Template together.
- Review the Lesson Reflection Sheet.
- Discuss the assignment and any write down any problems you anticipate.
- Sketch out your lessons and provide some assistance and/or reflection to your partner.

Overview: The Lesson Plan Template *

The sample lessons in this packet follow an organizational format that you are encouraged to use when developing your own health literacy lessons.

Keep in mind that the health literacy lessons are focused on health-related tasks and skills. Each lesson begins with a statement about the purpose of the lesson followed by a step-by-step explanation of the lesson. The left-hand column includes a list of specific health literacy tasks and the skills that are the focus of your lesson.

> **Tasks** – Health literacy tasks that people are expected to accomplish include such things as obtaining health insurance or seeking medical care for an illness.
>
> **Skills** – In order to accomplish health literacy tasks, people need a variety of skills. Lesson plans should focus on reading, writing, speaking, listening, and math skills as well as efficacy and advocacy. Some examples include reading a chart or a map of a hospital, filling out a form, communicating with medical professionals, or determining eligibility for health care coverage.

The left-hand column also includes information about the estimated duration of the lesson, materials needed and key vocabulary and expressions to be covered.

Finally, the lessons feature additional teaching tools, such as:

> **Follow-up Activities** – Optional follow-up activities that you can use to extend the ideas and skills learned in the lesson
>
> **Technology Tips** – Ideas for integrating the use of the Internet into the lesson and description of valuable health-related resources available on the World Wide Web
>
> **ESOL Teaching Tips** – Ideas and suggestions for adapting the lessons for teachers working with ESOL learners
>
> **Advanced ABE/GED Teaching Tips** – Ideas and suggestions for adapting the lessons for teachers working with advanced ABE or GED learners

* Adapted from the *HEAL:Breast and Cervical Cancer Curriculum*, developed by World Education in cooperation with the Centers for Disease Control and Prevention, 2002

Note to the teacher:

Adapting the lessons for your classroom

As the lesson titles indicate, the sample lessons were designed with a particular student audience (e.g., ABE or ESOL) in mind. At the same time, you are encouraged to adapt ANY of the lessons to your own classroom context. These lesson topics are relevant to all areas of adult education, and most of the lessons provide suggestions and tips for adapting them for other adult education contexts.

Opportunities to pursue project-based inquiries

Most of the lessons lay the groundwork to pursue project-based learning activities in your classroom. Instead of working on isolated activities that focus on particular skills, students can 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 researching a chronic disease, interviewing family members and friends about their experiences with chronic diseases, or creating a personal medical logbook.

LESSON PLAN TEMPLATE *

~ Please bring two copies of your lesson plan to Session Four ~

Lesson Title: _____

Chronic Disease Management Tasks Addressed in this Lesson

-
-
-

Skills Focus

-
-
-

ABE/ESOL Level

Duration

Materials

-
-
-

Key Vocabulary and Expressions

Purpose

Steps

1.

2.

3.

4.

5.

6.

7.

8.

Follow-Up Activity

ESOL Tips

Technology Tips

* Reference: The *HEAL:Breast and Cervical Cancer Curriculum*, developed by World Education in cooperation with the Centers for Disease Control and Prevention, 2002. Used with permission.

Session Three Materials:
Handout 6: Lesson Plan Template (4 pages)

Lesson Reflection Sheet

Instructions: After you have designed and taught your own lesson, please complete this handout and bring it with you to Session Four. You can use these notes to help you present your lesson to other participants during Session Four.

Your Unit Focus:

Lesson Title: _____

Class Level: _____

1. Briefly describe your lesson, including its objectives and skill focus.

2. Describe how your students responded to your lesson. What aspects of the lesson went well? What aspects did not go as well?

3. What other related lessons might you teach to shape a health literacy unit?

Skills for Chronic Disease Management

Session Three Evaluation Form

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

1. What was the most valuable insight, practical idea, or specific information that you gained from today's session?

2. How would you improve this session?

Expanded Session Materials *

Handouts: Five Sets

Before the session begins, make enough copies of the following handouts to give each small group two different sets. You may want to make extra copies in case people want to keep them.

The following sets of materials include brief descriptions and pictures.

1. Tables
2. Charts (Graphs)
3. Scales for Measuring Your Health
4. Liquid Measuring Tools for Medicines
5. Planning Tools for Taking Medicines

* The clip art is from the Microsoft Web site for clip art and media at http://office.microsoft.com/clipart/default.aspx?lc=en-us. Photographs of people were taken by Jon Crispin for HALL/NCSALL and the Health Literacy Study Circle+ series.

1 - Tables

Date	High Temperature
Jan 1	10
Jan 2	25
Jan 3	30
Jan 4	42
Jan 5	23
Jan 6	25
Jan 7	40

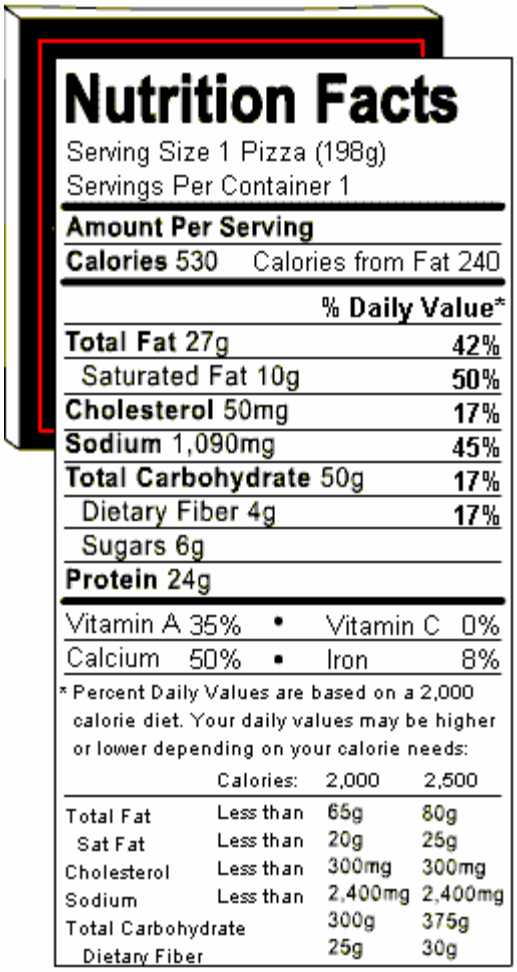
Tables are used every day in newspapers, magazines, and on all sorts of consumer products to provide a condensed and easy way to convey information and summarize data. It is important to be able to locate and understand the information in tables and to be able to interpret the data.

Most tables have titles to let the reader know the subject of the table. Data in a table is organized in one or more columns and rows. These columns and rows intersect to form cells, the basic unit of a table that contains data. Sometimes the columns and rows of a table also have labels to identify the data.

The examples that follow illustrate several different types of tables related to diet and health.

Table 1: Food Labels *

Label 1



Nutrition Facts

Serving Size 1 Pizza (198g)
Servings Per Container 1

Amount Per Serving

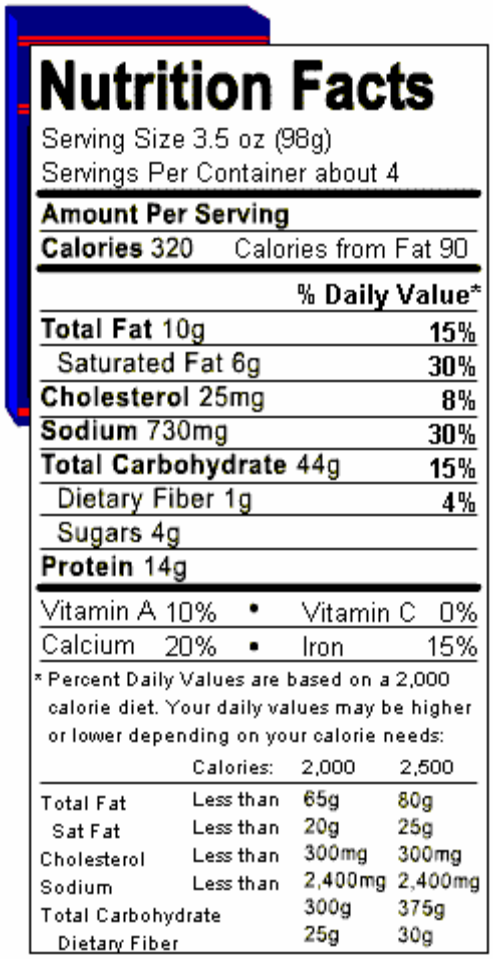
Calories 530	Calories from Fat 240
	% Daily Value*
Total Fat 27g	**42%**
Saturated Fat 10g	**50%**
Cholesterol 50mg	**17%**
Sodium 1,090mg	**45%**
Total Carbohydrate 50g	**17%**
Dietary Fiber 4g	**17%**
Sugars 6g	
Protein 24g	

Vitamin A	35%	• Vitamin C	0%
Calcium	50%	• Iron	8%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Label 2



Nutrition Facts

Serving Size 3.5 oz (98g)
Servings Per Container about 4

Amount Per Serving

Calories 320	Calories from Fat 90
	% Daily Value*
Total Fat 10g	**15%**
Saturated Fat 6g	**30%**
Cholesterol 25mg	**8%**
Sodium 730mg	**30%**
Total Carbohydrate 44g	**15%**
Dietary Fiber 1g	**4%**
Sugars 4g	
Protein 14g	

Vitamin A	10%	• Vitamin C	0%
Calcium	20%	• Iron	15%

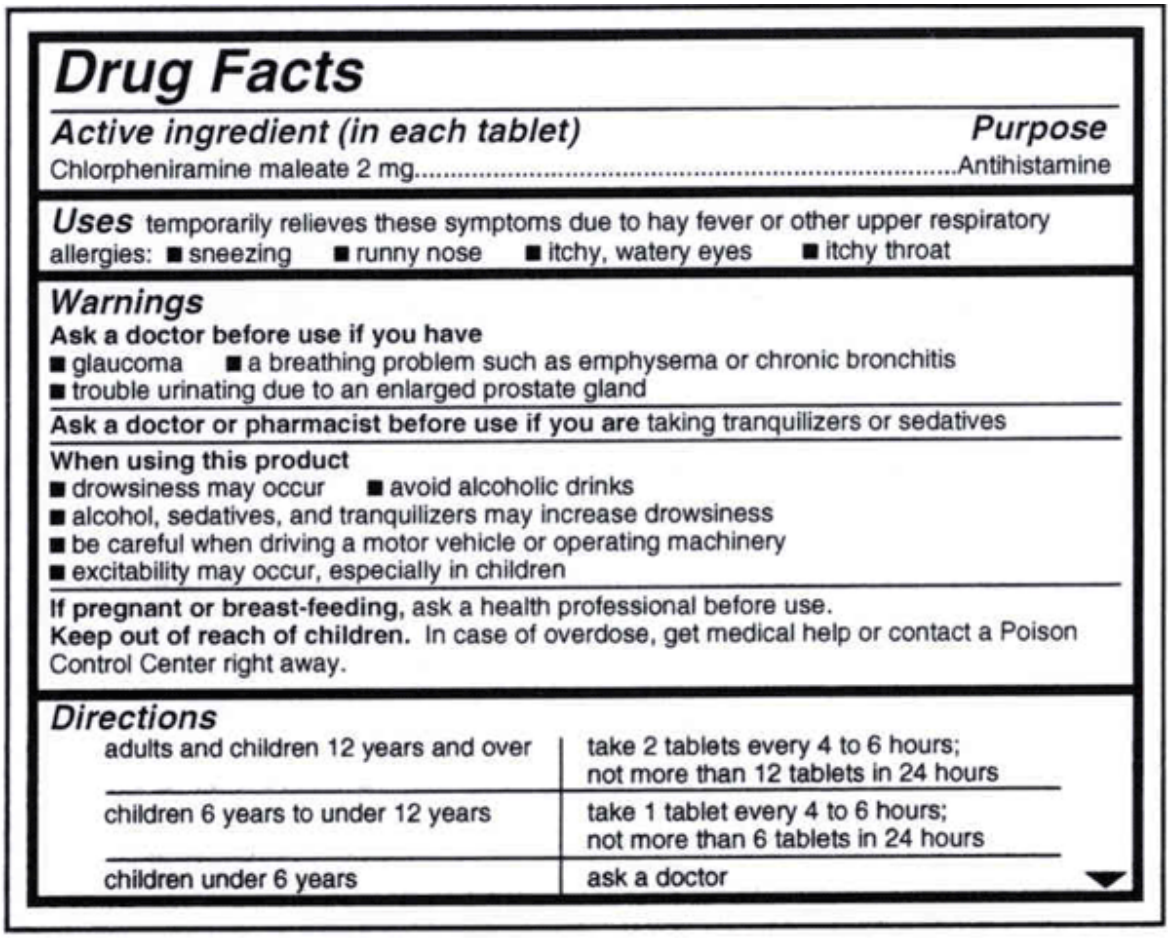
* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

* From the U.S. Food and Drug Administration Center for Food Safety and Applied Nutrition Office of Nutritional Products, Labeling and Dietary Supplements, February 2002 at http://www.cfsan.fda.gov/~dms/flquiz5.html

Table 2: Medicine Labels *

The directions on this medicine label are presented in a table.



Drug Facts

Active ingredient (in each tablet) — **Purpose**

Chlorpheniramine maleate 2 mg ..... Antihistamine

Uses temporarily relieves these symptoms due to hay fever or other upper respiratory allergies: ■ sneezing ■ runny nose ■ itchy, watery eyes ■ itchy throat

Warnings

Ask a doctor before use if you have

■ glaucoma ■ a breathing problem such as emphysema or chronic bronchitis
■ trouble urinating due to an enlarged prostate gland

Ask a doctor or pharmacist before use if you are taking tranquilizers or sedatives

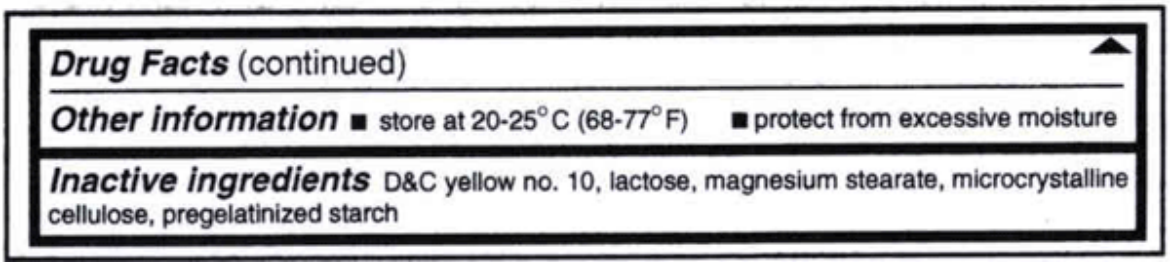
When using this product

■ drowsiness may occur ■ avoid alcoholic drinks
■ alcohol, sedatives, and tranquilizers may increase drowsiness
■ be careful when driving a motor vehicle or operating machinery
■ excitability may occur, especially in children

If pregnant or breast-feeding, ask a health professional before use.
Keep out of reach of children. In case of overdose, get medical help or contact a Poison Control Center right away.

Directions

adults and children 12 years and over	take 2 tablets every 4 to 6 hours; not more than 12 tablets in 24 hours
children 6 years to under 12 years	take 1 tablet every 4 to 6 hours; not more than 6 tablets in 24 hours
children under 6 years	ask a doctor



Drug Facts (continued)

Other information ■ store at 20-25°C (68-77°F) ■ protect from excessive moisture

Inactive ingredients D&C yellow no. 10, lactose, magnesium stearate, microcrystalline cellulose, pregelatinized starch

* From the U. S. Food and Drug Administration Web page on *The New Over the Counter Drug Label* at http://www.fda.gov/cder/consumerinfo/OTClabel.htm.

Table 3: Body Mass Index (BMI) *

The body mass index (BMI) is a table that uses your height and weight to give an approximate measure of body fat. You find your BMI by finding your height in the table and following that row over to the column with your weight. For example, someone 5'6" tall and 150 pounds has a BMI of 24.

	WEIGHT (lbs.)																													
HEIGHT	**100**	**105**	**110**	**115**	**120**	**125**	**130**	**135**	**140**	**145**	**150**	**155**	**160**	**165**	**170**	**175**	**180**	**185**	**190**	**195**	**200**	**205**	**210**	**215**	**220**	**225**	**230**	**235**	**240**
5'0"	20	21	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
5'1"	19	20	21	22	23	24	25	26	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	43	44	45
5'2"	18	19	20	21	22	23	24	25	26	27	27	28	29	30	31	32	33	34	35	36	37	37	38	39	40	41	42	43	44
5'3"	18	19	19	20	21	22	23	24	25	26	27	27	28	29	30	31	32	33	34	35	35	36	37	38	39	40	41	42	43
5'4"	17	18	19	20	21	21	22	23	24	25	26	27	27	28	29	30	31	32	33	33	34	35	36	37	38	39	39	40	41
5'5"	17	17	18	19	20	21	22	22	23	24	25	26	27	27	28	29	30	31	32	32	33	34	35	36	37	37	38	39	40
5'6"	16	17	18	19	19	20	21	22	23	23	24	25	26	27	27	28	29	30	31	31	32	33	34	35	36	36	37	38	39
5'7"	16	16	17	18	19	20	20	21	22	23	23	24	25	26	27	27	28	29	30	31	31	32	33	34	34	35	36	37	38
5'8"	15	16	17	17	18	19	20	21	21	22	23	24	24	25	26	27	27	28	29	30	30	31	32	33	33	34	35	36	36
5'9"	15	16	16	17	18	18	19	20	21	21	22	23	24	24	25	26	27	27	28	29	30	30	31	32	32	33	34	35	35
5'10"	14	15	16	17	17	18	19	19	20	21	22	22	23	24	24	25	26	27	27	28	29	29	30	31	32	32	33	34	34
5'11"	14	15	15	16	17	17	18	19	20	20	21	22	22	23	24	24	25	26	26	27	28	29	29	30	31	31	32	33	33
6'0"	14	14	15	16	16	17	18	18	19	20	20	21	22	22	23	24	24	25	26	26	27	28	28	29	30	31	31	32	33
6'1"	13	14	15	15	16	16	17	18	18	19	20	20	21	22	22	23	24	24	25	26	26	27	28	28	29	30	30	31	32
6'2"	13	13	14	15	15	16	17	17	18	19	19	20	21	21	22	22	23	24	24	25	26	26	27	28	28	29	30	30	31
6'3"	12	13	14	14	15	16	16	17	17	18	19	19	20	21	21	22	22	23	24	24	25	26	26	27	27	28	29	29	30
6'4"	12	13	13	14	15	15	16	16	17	18	18	19	19	20	21	21	22	23	23	24	24	25	26	26	27	27	28	29	29

* This BMI chart was adapted from Body Fat Lab at http://www.shapeup.org/bodylab/tools/bmi2.asp

Session Three: Expanded Session Materials
1- Tables

Table 4: BMI ranges *

BMI	CATEGORY
Below 18.5	Underweight
18.5 - 24.9	Healthy
25.0 - 29.9	Overweight
30.0 - 39.9	Obese
Over 40	Morbidly Obese

Note: BMI is not always an accurate way to determine whether you need to lose weight. Here are some exceptions:

- **Body builders:** Because muscle weighs more than fat, people who are unusually muscular may have a high BMI.
- **Elderly:** In the elderly, it is often better to have a BMI between 25 and 27, rather than under 25. If you are older than 65, for example, a slightly higher BMI may help protect you from osteoporosis.
- **Children:** While an alarming numbers of children are obese, do not use this BMI calculator for evaluating a child. Talk to your child's doctor about what an appropriate weight is for his or her age.

* From Medline Plus at http://www.nlm.nih.gov/medlineplus/ency/article/007196.htm

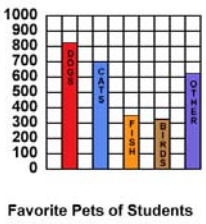
Table 5: Chronic Disease Data *

Tables like this one present summaries of health data.

Causes of Death in the United States Most Common, 1999 Percentage of all deaths *	
Diseases of the heart	30.4
All cancers	23
Stroke	7
Chronic obstructive pulmonary disease	5.2
Unintentional injuries	4
Diabetes mellitus	2.9
Influenza and pneumonia	2.7
Alzheimer's disease	1.9
Nephritis and nephrosis	1.5

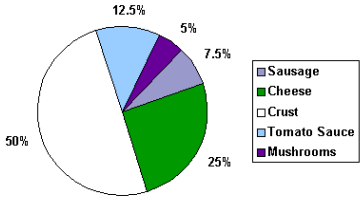
* From the National Center for Chronic Disease Prevention and Health Promotion (CDC) at http://www.cdc.gov/nccdphp/overview_longdesc.htm

2 - Charts (Graphs) and other ways to present data in a graphical format



Bar Chart

Map Chart



Pie Chart

Charts are used to organize and arrange data to make it more easily understood by the viewer. A chart is one way to communicate information visually, and helps us see how sets of numbers are related.

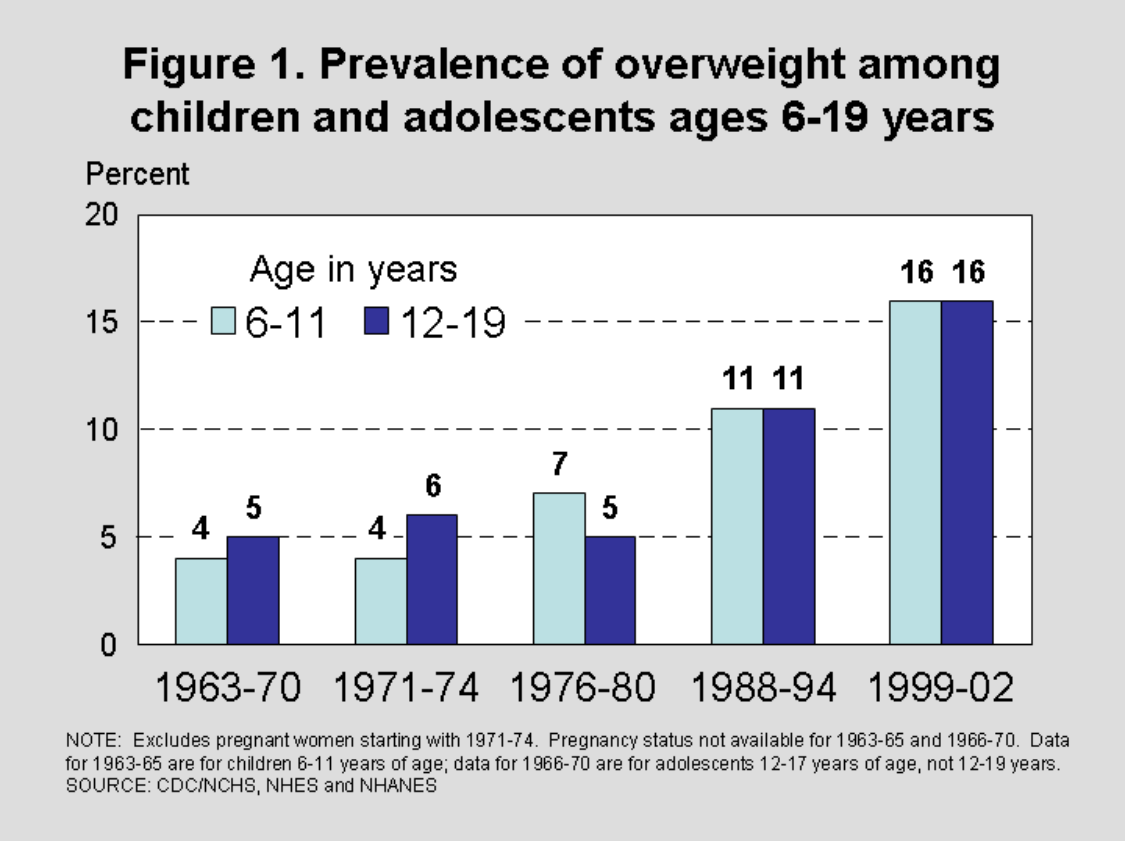
A bar chart represents data as vertical or horizontal bars. Bar charts display the amounts or frequency of data. Bar charts can help us compare groups of data and generalize about the data quickly.

Some charts, such as the map chart above, use colors and shading to show the data in a visual way. This type of chart is useful for identifying trends and making comparisons across regions.

Pie charts (or circle charts) are used to compare the parts of a whole to the whole. The area of the circle represents the whole (100%), and the areas or sections of the circle represent the parts.

The examples included here illustrate several different types of charts used to display data related to health.

Chart 1 *

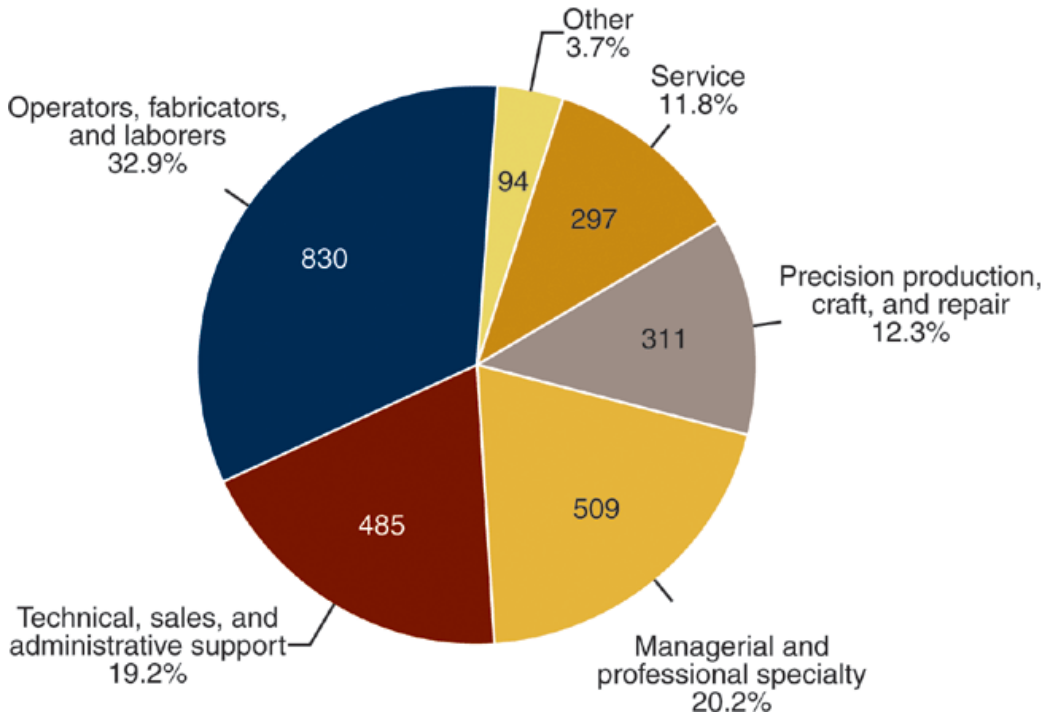


* From Center for Disease Control and Prevention - The National Center for Health Statistics at http://www.cdc.gov/nchs/products/pubs/pubd/hestats/overwght99.htm

Chart 2 *

This pie chart shows the distribution and number of work- related asthma (WRA) cases for four reporting states (California, Massachusetts, Michigan, New Jersey) by occupation, 1993–1999.

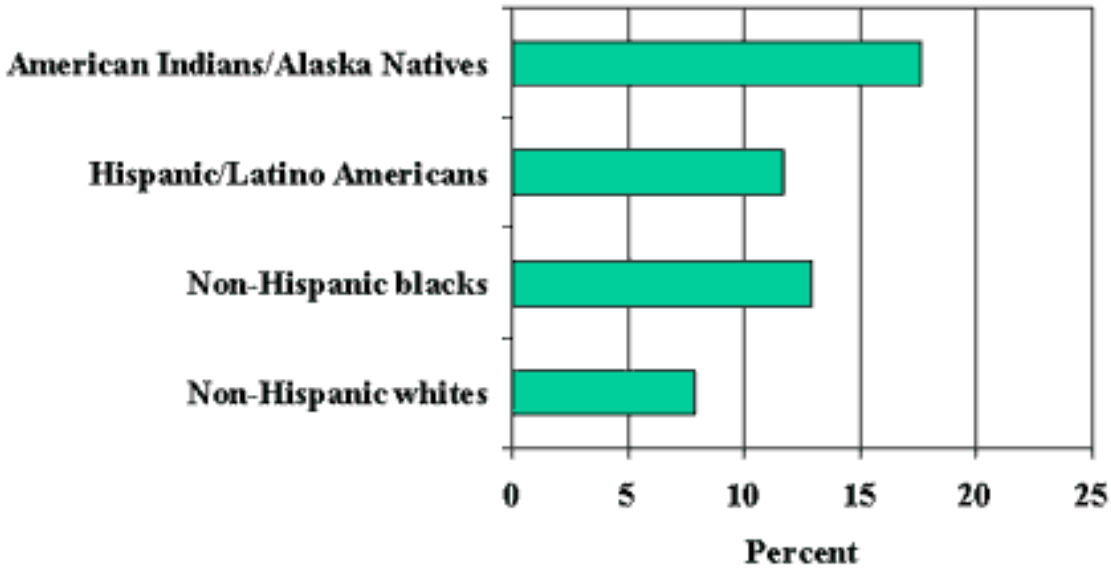
(Sources: Harrison and Flattery [2002b]; Tumpowsky and Davis [2002]; Rosenman et al. [2002a]; Valiante and Schill [2002a]; Filios [2002a].)



* From the Worker Health Chartbook, 2004, National Institute for Occupational Safety and Health at http://www2a.cdc.gov/NIOSH-Chartbook/ch2/ch2-10.asp

Chart 3 *

Age-adjusted total prevalence of diabetes in people aged 20 years or older, by race/ethnicity—United States, 2002



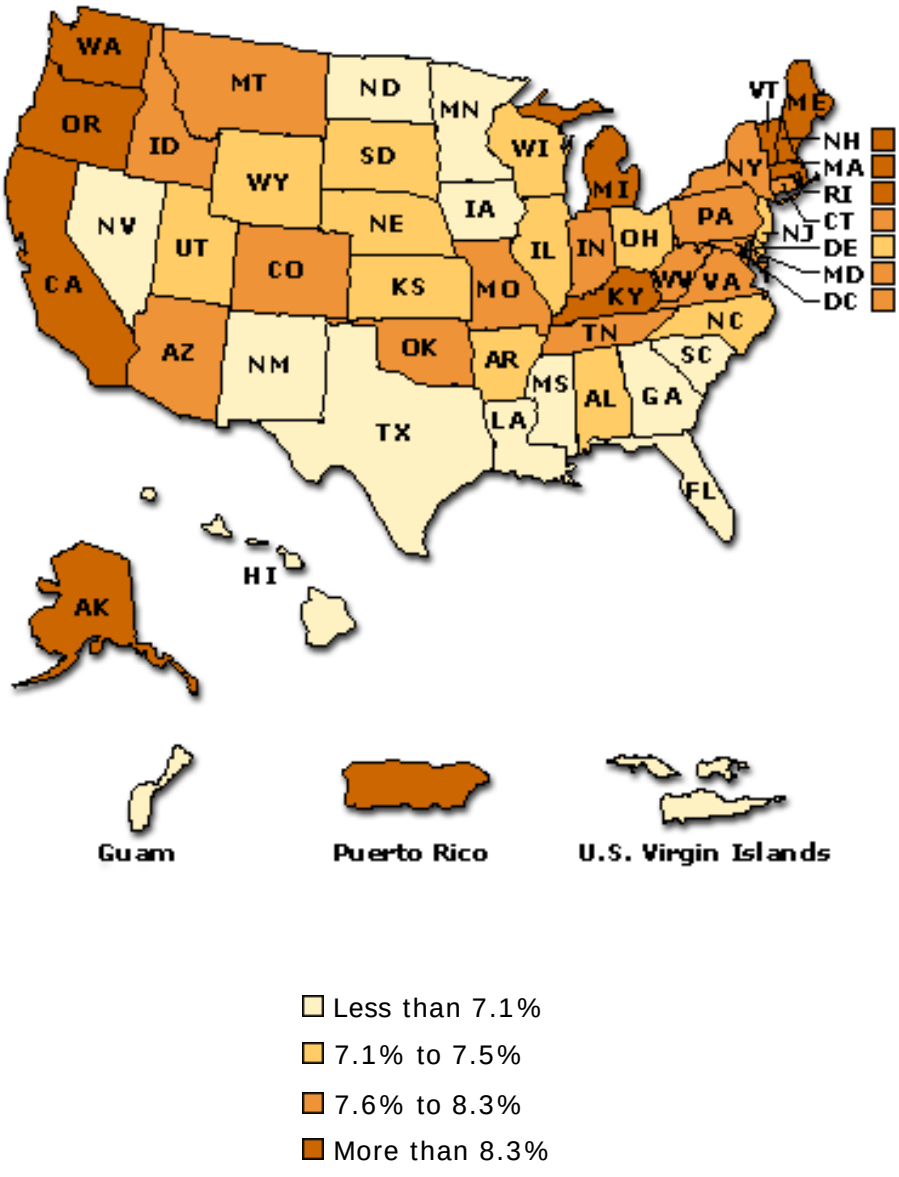
Explanation: This graph compares the age-adjusted prevalence of diabetes among U.S. adults aged 20 years or older by race and ethnicity.

(Source: 1999–2001 National Health Interview Survey and 1999-2000 National Health and Nutrition Examination Survey estimates projected to year 2002. 2002 outpatient database of the Indian Health Service.)

* From the National Diabetes Fact Sheet, National Center for Chronic Disease Prevention and Health Promotion at http://www.cdc.gov/diabetes/pubs/estimates.htm#fig3

Chart 4 *

Prevalence of Asthma Among Adults, 2003
(by percent)



* From the Kaiser Family Foundation, State Health facts at http://www.statehealthfacts.kff.org/cgi-bin/healthfacts.cgi?

Chart 5: Air Quality Index Chart *

Recommendations for Schools and Others on Poor Air Quality Days*
Air Quality Index (AQI) Chart for Ozone (8-hr standard)

ACTIVITY	0 to 50 GOOD	51 to 100 MODERATE	101 to 150 UNHEALTHY FOR SENSITIVE GROUPS	151 to 200 UNHEALTHY	201 to 300 VERY UNHEALTHY
Recess (15 min)	No Restrictions	No Restrictions	Make indoor space available for children with asthma or other respiratory problems.	Children with asthma or other respiratory problems should be allowed to play indoors. Children complaining of breathing difficulties should play indoors.	Restrict outdoor activities to light to moderate exercise.
P.E. (1 hr)	No Restrictions	No Restrictions	Make indoor space available for children with asthma or other respiratory problems.	Children with asthma or other respiratory problems should be allowed to play indoors. Children complaining of breathing difficulties should play indoors.	Restrict outdoor activities to light to moderate exercise not to exceed one hour.
Athletic Practice and Training (2 to 4 hrs)	No Restrictions	Exceptionally sensitive individuals should limit intense activities.	Individuals with asthma should be medically managing their asthma.	Activities over 2 hours should decrease intensity and duration. Add rest breaks or substitutions to lower breathing rates.	Sustained rigorous (outdoor) exercise for more than one hour must be discontinued.**
Scheduled Sporting Events	No Restrictions	No Restrictions	No Restrictions	Increase rest periods and substitutions to lower breathing rates.	Consideration should be given to canceling event.

For Air Quality Forecasts and Current Information, visit

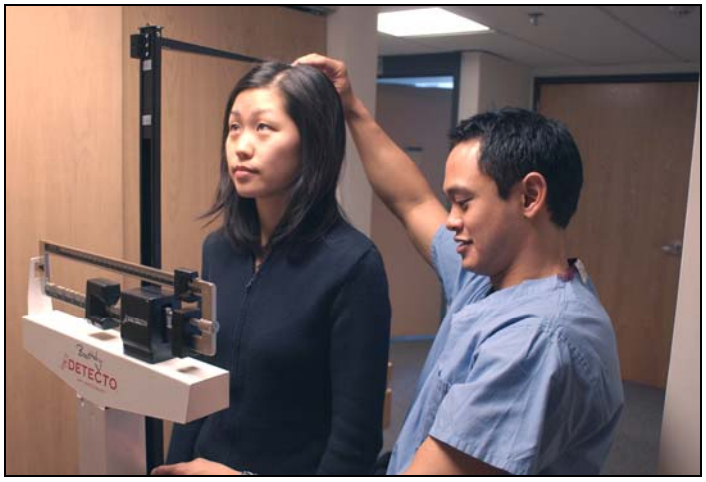
* From American Lung Association of Sacramento-Emigrant Trails at http://www.saclung.org/

3 - Scales for Measuring Your Health

Several types of measurements are important for monitoring your health. Your doctor probably measures your weight, temperature, and blood pressure when you have a routine exam. If you have a chronic disease such as asthma, you must monitor your air flow to check how well your lungs are working. If you have diabetes, you must measure your blood glucose levels.

All of these measures involve some type of tool, and each tool has a scale that displays numbers to indicate your measurements. The examples included here illustrate some of the tools used to measure different aspects of your health.

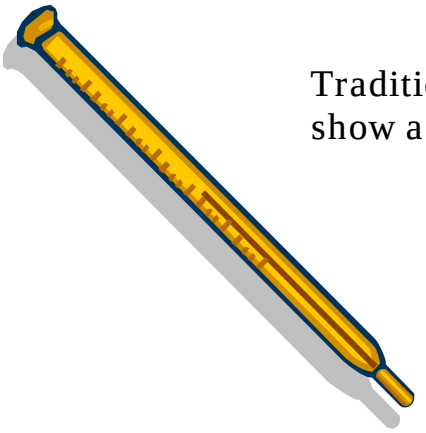
Measuring Weight and Height *



* All photographs © Jon Crispin

Measuring Temperature

Thermometers measure your body temperature using either the Fahrenheit F° or Celsius C° scale. Traditional thermometers showed a full scale. Digital thermometers just display the temperature.



Traditional thermometers show a full scale.

Digital thermometers just display the temperature.

Measuring Your Peak Flow (how well your lungs are working) *

A peak flow meter is a small hand-held device used by people who have asthma to measure how well their lungs are working.

The peak flow meter has numbers on it like a ruler. First you set the marker to zero or to the bottom of the scale. Then you take a deep breath and blow into the meter as hard as you can. The little marker slides up the meter to show how much air you were able to get out. This is your "peak flow." This measures your expiratory (x-PIE-ruh-tor-e) peak flow rate. You can record the numbers each time you measure your peak flow and then make a graph so you can easily see changes over time.

Photo © Jon Crispin

* Peak flow meter from Medline Plus at
http://www.nlm.nih.gov/medlineplus/ency/imagepages/19367.htm

4 - Liquid Measuring Tools for Medicines

Liquid measures for medicines come in different shapes and sizes. The measurements vary and include teaspoons (tsp.), tablespoons (tbs.), ounces (oz.), and milliliters (ml.).

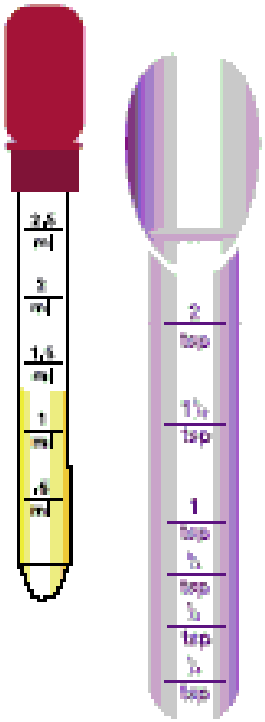
Sample label from cough syrup	
Keep out of reach of children. In case of overdose, get medical help or contact a Poison Control Center right away.	
Directions ■ Take every 4 hours ■ Do not take more than 6 doses in 24 hours	
Adults and children 12 years of age and over	Four (4) teaspoonfuls
Children 6 to under 12 years of age	Two (2) teaspoonfuls
Children 2 to under 6 years of age	One (1) teaspoonful
Children under 2 years of age	Ask a doctor

The pictures below represent different types of tools used to measure liquid medicines.

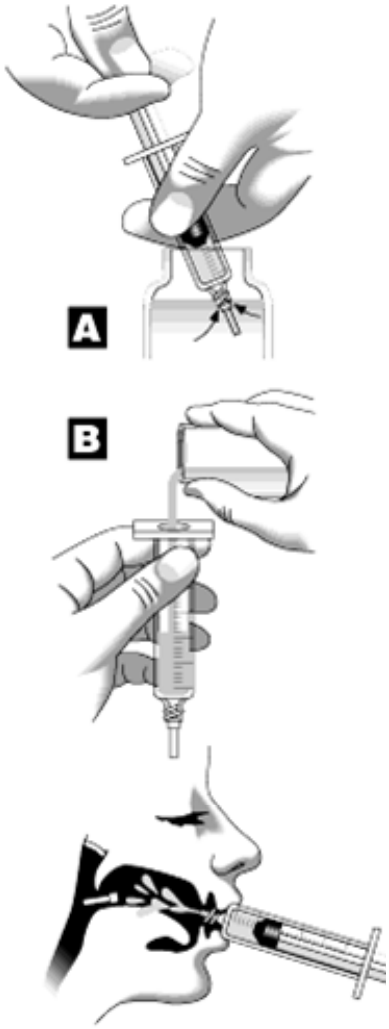
Medicine cup

Teaspoon

Oral dropper and cylindrical dosing spoon



Oral syringe *



* Picture of the oral syringe is from *How to Give Medicine to Children* on the FDA Web site at http://www.fda.gov/fdac/features/196_kid.html

5 - Planning Tools for Taking Medicines

When you take any medicines, you need to plan when and how to take it- before or after meals, every so many hours, or two pills each day, etc. Because the dosages, times, and specific instructions vary, you may need to use clocks and calendars to help you keep track of medicines, and to note when it is time to refill prescriptions and make follow-up appointments with your doctors.

Neighborhood Pharmacy
20 Oak Street
Cambridge, MA 02005 PH: **(610) 222- 2005**
Dr. H. Nichols
NO 0918273-6544 Date: 01/05/04

R. JONES
7 ELM ST.. CAMBRIDGE, MA 02005
TAKE ONE CAPSULE BY MOUTH THREE TIMES DAILY FOR 10 DAYS

AMOXICILLIN 500MG CAPSULES
Qty 10 DAY SUPPLY NO REFILLS
ORIG DATE 08/05/05 USE BEFORE 08/05/06

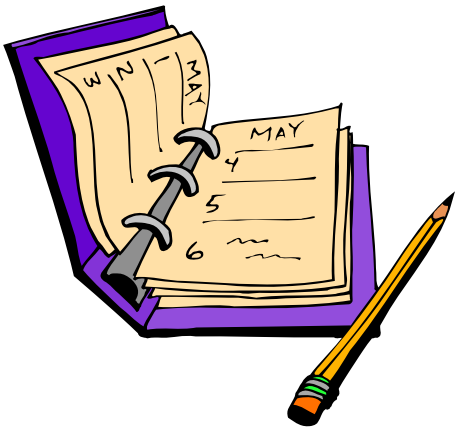


Photo © Jon Crispin