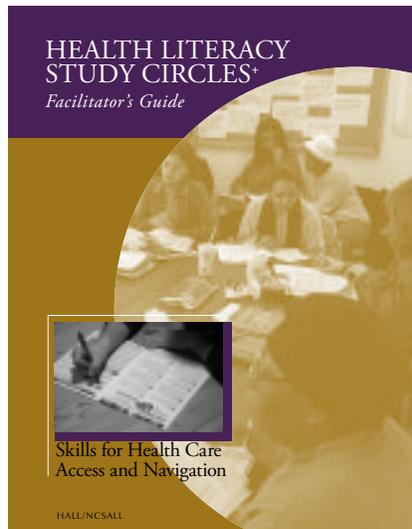


Skills for Health Care Access and Navigation

SESSION TWO: Identifying Access and Navigation Tasks and Underlying Skills

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

Skills for Health Care Access and Navigation



SESSION TWO: Identifying Access and Navigation Tasks and Underlying Skills

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

The following notes provide a brief overview of Session Two and the discussion methods you will use.

About This Session

The activities in Session One offered the study circle participants an opportunity to reflect on their own health care experiences and to expand their understanding of issues particularly relevant to the ABE/ESOL field.

Session Two opens with a discussion of the results from the needs assessment. Participants have an opportunity to share what they learned about their students' experiences navigating the health care system. An understanding of student-identified barriers and coping strategies will help participants make the link between their students' navigation struggles and their health literacy teaching goals.

Session Two will likely be one of the more intensive sessions in this Study Circle[†]. Participants will examine skills needed for navigation activities. At the same time, they will consider the skills that their students need to develop and explore ideas for teaching these skills.

Introductory Activities

The Introductory Activities of Session Two are designed to review the topics discussed in Session One and orient the participants to the goals and activities of Session Two. Your introductory comments can help participants understand the relationship between Session One and Session Two. This will help participants move from an understanding of “health literacy” and “health care system access and navigation” to a more focused examination of the navigation tasks and the underlying skills to be addressed in ABE/ESOL classrooms. Session Two sets in motion the participants' thinking about the classroom application of health literacy.

Discussion and Analysis Activities

The Discussion and Analysis Activities of Session Two familiarize participants with a range of navigation tasks and underlying skills. During this activity participants will work in groups to generate a Table of Access and Navigation Tasks and Underlying Skills. At the end of Session Two, you should save these tables so you can use them in Session Three.

As you facilitate the Discussion and Analysis Activities in Session Two, keep in mind that the participants may be able to identify various navigation tasks, but may not feel confident about identifying the underlying skills needed to carry out these tasks effectively. They may also not feel confident about how to integrate these skills into their own classroom teaching. As the participants work on these activities, encourage them to share their lesson ideas and any concerns or questions they may have.

In the next part of the Discussion and Analysis Activities, participants are given an opportunity to review sample health literacy lessons addressing access and navigation tasks. These lessons do not constitute a curriculum but are provided as examples. The discussion and review will help prepare participants to develop lessons of their own.

Planning Activities

After they have reviewed the set of sample lessons, participants are next asked to try out a sample lesson with their students between Sessions Two and Three. Point out that participants should feel free to modify the sample lessons to suit the skill levels and interests of their students. Here, as in Session One, you will ask participants to find partners and exchange phone numbers so they can discuss this assignment between sessions.

Participants are also asked to complete a Post-Teaching Reflection Sheet. Please encourage the participants to pilot one of the lessons as soon as possible so that they have time to reflect on the experience before Session Three.

Closure Activities

Session Two ends with Closure Activities, which summarize the session as well as provide an opportunity to review both the content of the session and the discussion methods. Remember to leave time at the end of Session Two for participants to complete the session evaluation forms. After Session Two, review these forms and make use of the feedback as necessary.

The Group Discussion Methods

The Group Discussion Methods used in Session Two are designed to familiarize participants with a broad range of navigation tasks and underlying skills. Initial discussions in Session Two will help set the stage for the participants' review of sample lessons and initial thinking about developing their own health literacy lessons. The different discussion methods are:

- ***Pair and small group discussions:*** These kinds of discussions are designed to maximize individual engagement and participation.
- ***Large group discussion:*** A facilitated large group discussion is used so that participants can report on and hear about others' experiences. Discussion questions are posed so that the discussion is focused and moves along a specified path leading to the next activity.
- ***Brainstorm:*** A brainstorm activity helps a group generate ideas or solutions. Participants should be encouraged to offer any and all ideas about navigation tasks no matter how remote an idea may sound. Ideas are recorded on newsprint and evaluated *after* the brainstorming is over. In this session, the brainstorm activity is used to identify access and navigation tasks related to the health care system.
- ***Small Group Project:*** This method is used in Session Two to foster group collaboration in completing a table. Small groups transform complex information into easy to view and understand materials. The completed tables will help all participants understand, at a glance, how a range of navigation tasks can be addressed in their classroom teaching. Groups may be organized at random or based on teaching background (for example ESOL teachers, GED teachers, etc.).
- ***The Dance and the Balcony:*** This activity is a metaphor for analyzing the group discussion methods used during the session. The purpose of this activity is to highlight the different ways you have structured activities and encourage teachers to consider using some of these methods in their own classes.

As in Session One, participants are asked to think of the activities they just completed as a “dance.” This review activity asks that they stop the dance and walk up to the balcony to look down on the dance floor. Thus, they stop “dancing” and view the dance

from a distance. From the “balcony” participants analyze the dance. They comment on and react to the discussion methods used during the session. Note that you will be conducting similar processes at the end of each session.

Overview: Session Two

Objectives

During Session Two, participants will:

- Analyze the results of the needs assessment activity
- Develop a list of specific navigation tasks and underlying skills that can be addressed in ABE/ESOL classes
- Review and modify sample health literacy lessons for adult learners

Time

- 3 hours

Session Two 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 One
- Review Session Two Objectives and Agenda

Discussion & Analysis Activities (2 hours, 10 minutes)

- Review Results of the Student Needs Assessment Activity
- Identify Access and Navigation Tasks
- Identify Skills Needed for Access and Navigation Tasks
- – 10-minute break –
- Review and Discuss the Tasks and Skills Listed by Each Group
- Review the Sample Lessons

Planning Activities (15 minutes)

- Review the Assignments for Session Three

Closure Activities (20 minutes)

- Session Review and Evaluation

Materials and Preparation

- Newsprint (flip charts) and markers
- Overhead projector
- Copies of your state’s adult education curriculum framework (if available)

Newsprints (flip charts) or overhead transparencies (3)

The following pages should be prepared on newsprint (flip charts) or copied on overhead transparencies. In the session notes we typically refer to these materials as “newsprints,” but feel free to use overhead transparencies instead. Examples of newsprints are included within the session notes.

To be prepared ahead	To be completed during the session
<ul style="list-style-type: none"> ▪ Our Challenges and Barriers in Navigation (from Session One) 	<ul style="list-style-type: none"> ▪ Student-Identified Challenges and Barriers ▪ Access and Navigation Tasks

Handouts (6)

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

1. Session Two Overview: Objectives and Agenda
2. Table of Access and Navigation Tasks and Underlying Skills
3. Reading Guide for the article: “ESOL Participants: Helpers in Health Care” by Kate Singleton
4. Article: “ESOL Participants: Helpers in Health Care” by Kate Singleton
5. Session Two Evaluation Form
6. The Sample Lesson Packet includes the following materials:
 - Lesson Review Sheet (to be completed during Session Two)
 - Post-Teaching Reflection Sheet (to be completed after you have taught a sample lesson and before Session Three)
 - Eight Sample Lessons

Session Two: Identifying Access and Navigation Tasks and Underlying Skills



Photo © Jon Crispin

INTRODUCTORY ACTIVITIES (15 minutes total)

Welcome & Agenda (15 minutes)

Discussion Method: Presentation by facilitator

Handout: Session Two Objectives and Agenda

Welcome the group back and review Session One

Remind the participants that, in Session One, the group focused on the notion of “health literacy” and on one set of health activities with literacy challenges – accessing and navigating health systems and care settings. You may wish to respond to any important issues raised in the Session One evaluations.

Provide an overview of Session Two

Explain that during Session Two, participants will analyze navigation tasks to enable them to identify skills needed to accomplish these tasks and identify those tasks most appropriate for ABE/ESOL instruction. Explain that they will consider barriers to successful navigation and identify some of the skills needed for overcoming those barriers.

Distribute the Session Two 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, 10 minutes total including a 10-minute break)

Review Results of the Student Needs Assessment Activity (30 minutes)

Discussion Method: Facilitated large group discussion with structured questions and postings

Handout: none

Focus on needs assessment activities and solicit reflection and commentary

Explain that this discussion will focus on the lesson conducted in class and the needs assessment findings.

Pose each of the following questions and ask participants to volunteer answers and examples. Use the newsprint to record the participants' responses to question #4.

1. *How did students react to the story "A Simple Test"? Did the story prompt a discussion about navigation and health literacy-related challenges?*
2. *What did you learn from using this activity with your students?*
3. *What suggestions or advice would you give to colleagues who are interested in using the activity "A Simple Test" in their own classrooms? Consider: How the lesson worked and what changes, if any, were needed.*
4. *What kinds of barriers and challenges to successful navigation did your students identify?*

Engage the group in analysis

Student-Identified Challenges/Barriers

- Post the list of Our Challenges and Barriers to Access and Navigation (from Session One) next to the list just generated for question #4 above.

- Ask the participants to compare the two lists and comment on any overlap (or differences) in barriers they identified and those identified by their students. Ask participants to share any new insights they gained from their students' responses.

Identify Access and Navigation Tasks (10 minutes)

Discussion Method: Brainstorm exercise

Generate a list of access and navigation tasks

Explain that this brainstorm activity is used to identify navigation tasks related to the health care system. You might want to remind participants that the purpose of a brainstorm activity is to generate many ideas.

Therefore, during a brainstorm, you will ask participants **not** to comment on or evaluate the suggested ideas. All ideas are just listed on the board or on newsprint as they are called out.

Access and Navigation Tasks

- Ask participants to think about and list various tasks involved in navigating within the health care system. Encourage them to draw from the list of student-identified barriers, earlier discussions, and assigned readings. Write all ideas on the board or on newsprint with the title Access and Navigation Tasks.
- If participants are having difficulty generating ideas, suggest some examples from this list:
 - Use an automated phone system
 - Find a particular destination in a hospital or clinic
 - Ask for directions
 - Fill out forms
 - Apply for insurance
 - Determine eligibility
 - Calculate costs of doctor visit vs. emergency room treatment
 - Understand patient's rights and responsibilities
 - Choose a health plan
- Ask the group to review the list and eliminate redundancies. This will make the next activity a bit easier.

Identify Skills Needed for Access and Navigation Tasks (20 minutes)

Discussion Method: Small group project

Handouts: Table of Access and Navigation Tasks and Underlying Skills

Tip: Have copies of your state's adult education curriculum framework on hand to help participants complete this activity.

Prepare for a small group activity – completing a table of navigation tasks and skills (5 minutes)

Explain that this next activity builds on the list of access and navigation tasks generated in the preceding activity. Ask participants to think about the range of skills needed to perform these tasks. Consider language, literacy, and numeracy skills that can be taught in ABE or ESOL classes.

- Offer an example from the story “A Simple Test”:
Task: Mary was asked to fill out a medical history form.
Skills: She needed to read the form and write responses.
- Distribute the handout titled Table of Access and Navigation Tasks and Underlying Skills to each participant.

Participants work in small groups of three to four people (15 minutes)

- Ask participants to form small groups of three to four people.
- Each group should choose a recorder for the group – someone to fill in a copy of the table on the handout or on a newsprint. Note that participants can use the handouts to make notes as they complete the activity, *but only the recorder in each group needs to fill in the table for the group.*
- Ask the groups to select **two tasks** from the list of tasks they just created.
- Ask the groups to discuss each task they selected and fill in the rest of the table by answering the following questions. The recorder should write down the groups' ideas.
 1. *What is the task?*
 2. *What materials or tools might be used to complete the task?*
 3. *What skills (literacy, numeracy, and language) are needed to accomplish the task?*
 4. *How can you help your students develop these skills (lesson ideas)?*
 5. *How do these skills relate to state standards/curriculum frameworks for ABE/ESOL instruction? Think about how these skills relate to skills or topics that you are already teaching in your classes.*

Facilitator's Copy

(Note: The facilitator's copy of this table contains examples to help you with this activity.)

Table of Access and Navigation Tasks and Underlying Skills

General Tasks with Specific Examples	Materials and Tools Adults Are Expected to Use	Skills Adults Need	Lesson Ideas	Related State Standards/ Curriculum Frameworks
<p>Locate appropriate services e.g., find listings of health centers; find services within a hospital</p>	<ul style="list-style-type: none"> • Telephone book • Maps 	<ul style="list-style-type: none"> • Use an index • Use a map • Ask for directions • Use a telephone book • Recognize names of hospital departments 	<ul style="list-style-type: none"> • Groups of students work together with a telephone book to find health centers near their homes 	
<p>Apply for health insurance e.g., identify rights and responsibilities; compare health care plans; compare costs and co-pays</p>	<ul style="list-style-type: none"> • Health Insurance booklet • Application forms 	<ul style="list-style-type: none"> • Complete forms • Read for relevant information • Read and use tables • Calculate and compare costs 	<ul style="list-style-type: none"> • Look at and talk about sample insurance forms to discuss common sections and needed information • Use simple word problems to practice calculations for co-pay 	
<p>Provide information e.g., provide personal health history; describe symptoms</p>	<ul style="list-style-type: none"> • Family history forms • Medical history form 	<ul style="list-style-type: none"> • Ask health providers for clarity • Fill out forms • Use descriptive vocabulary 	<ul style="list-style-type: none"> • Provide generic family history forms for class to analyze • Determine how/why doctors use health history forms 	
<p>Make and keep appointments e.g., schedule an appointment; get directions</p>	<ul style="list-style-type: none"> • Telephone • Map • Bus schedule • Calendar 	<ul style="list-style-type: none"> • Plan • Record • Use reminder cues • Use a calendar 	<ul style="list-style-type: none"> • Role play a patient making an appointment and getting directions to the facility 	

Review and Discuss the Tasks and Skills Listed by Each Group (20 minutes)

Discussion Method: Facilitated large group discussion

Note: At the end of this activity, save a completed table from each group to use during Session Three.

Share ideas

- When each group has completed the table for two different tasks, ask them to prepare to present their results to the whole group.
- Ask each group to identify one task they chose and describe the information they filled in for that task.

Analyze findings

After each group has had an opportunity to share their ideas, ask the whole group the following questions:

1. *How many of the skills are you already teaching in class?*
2. *What skills are not being addressed in your classrooms?*
3. *Given the diverse range and complexity of access and navigation tasks, how will you decide which tasks/skills to focus on in your classroom?*

Save the completed tables

- Ask participants to save their completed tables so they can refer to them in Session Three.
- Collect the completed handouts from each group so you can make copies to give to participants during Session Three.

TAKE A 10-MINUTE BREAK

Review the Sample Lessons (40 minutes)

Discussion Methods: Paired discussions and facilitated large group discussion

Handouts: Sample Lesson Packet (includes the Lesson Review Sheet)

Introduce the Sample Lesson Packet (5 minutes)

- Distribute the Sample Lesson Packet.
- Ask the participants to work in pairs with someone who teaches in the same area (e.g., ESOL, ABE, GED) or with students at a similar learner level (e.g., beginning English proficiency, advanced GED students). This will enable pairs to discuss the appropriateness and applicability of the various lessons within their own teaching context.
- Explain that the goal of this activity is to examine one of the lessons in the Sample Lesson Packet in depth. By the end of this activity, participants will either have identified a lesson (as is or modified) that they will try out in their own classrooms or participants will generate some other ideas for their own lessons.

Review and evaluate one sample lesson (20 minutes)

Ask the pairs to scan the packet and choose one sample lesson to examine in depth. Then ask them to consider the questions on the Lesson Review Sheet.

Optional: If time permits

Ask each pair to find another pair who reviewed the same lesson and discuss their reactions to the lesson. Alternatively, ask each pair to find another pair who teach in the same area/at the same level and discuss their reactions to the lesson they reviewed.

Bring the participants together as a large group (15 minutes)

Facilitate a group discussion with a focus on the sample lessons.

- First, ask each pair to identify the lesson they examined. Then use the following questions to guide the large-group discussion:
 1. *To what extent do various lessons address your students' concerns and issues discovered through the needs assessment activity ("A Simple Test")?*
 2. *What other topics or types of skills are not covered in this packet but would be of interest to you and your students?*
 3. *Which lessons do you anticipate trying out in your classes? Why?*

4. *To what extent will you need to adapt or alter the lesson plans?*

You may wish to record the participants' responses to these questions. This information will be useful during Session Three when participants share their experiences teaching sample health literacy lessons.

PLANNING ACTIVITIES (15 minutes total)

Review the Assignments for Session Three (15 minutes)

Discussion Method: Brief presentation by facilitator

Handouts: Reading Guide and Article: “ESOL Teachers: Helpers in Health Care” by Kate Singleton

Introduce the assignment: To teach a sample lesson before Session Three

- Explain that the lessons in the packet are *sample* lessons and that participants should feel free to modify them for use in their own classrooms or generate their own lesson.
- After they teach a lesson, participants should complete the Post-Teaching Reflection Sheets (located in the Sample Lesson Packet) and bring these back to Session Three.

Distribute the reading assignment: “ESOL Teachers: Helpers in Health Care,” by Kate Singleton and the Reading Guide*

This article highlights the experiences of ABE/ESOL practitioners with health literacy instruction. Note that this article may provide some helpful insights but will not be discussed during Session Three.

Ask participants to find a partner for this assignment

- Ask participants to find a partner for this assignment (perhaps someone they worked with in an earlier activity) so they can talk between sessions about the assignment.
- Ask the pairs to exchange names and phone numbers so that they can speak with each other before and after teaching a sample lesson.
- Encourage them to:
 - Discuss the assignment and any problems they anticipate
 - Discuss how the lessons went
 - Share their findings and observations

*From Focus on Basics, Vol. 5, Issue C, February 2002. World Education/NCSALL.

CLOSURE ACTIVITIES (20 minutes total)

Session Review and Evaluation (20 minutes)

Discussion Methods: Brief presentations with facilitated discussions, The Dance and the Balcony

Handout: Session Two Evaluation Form

Content Review

Briefly remind participants that the purpose of Session Two was to expand our understanding of the range of language, literacy, and numeracy skills that underlie navigation tasks. Note that the session was also designed to prepare participants to try out some lessons focused on navigation skills with their students.

Methods Review

Review the purpose of the Dance and the Balcony activity.

- Explain that you will now take time to reflect on the discussion methods – the way in which activities were structured during this session. Imagine that we have been dancing on a large open dance floor with a balcony above it. It is time to stop “dancing” and move from the dance floor to the balcony to look down and comment on our dancing. From the “balcony” participants can share their comments and reactions to the discussion methods used during the session.
- Describe some of the discussion methods used to facilitate different activities during this session.
- Then ask participants to identify the discussion methods that they feel would be effective in their own classrooms. Use the table below to help you facilitate this discussion.

Session Two Discussion Methods	Activity Examples
Large Group Discussion	Review results of in-class activity; Sample Lesson Review
Brainstorming	Identify access and navigation tasks
Small Group Project	Complete a table to identify skills related to health care access and navigation tasks

Session Evaluation

Distribute the Session Two 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 Three.
- Post the date, time, and place for Session Three.



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.