

Skills for Chronic Disease Management

Session Four Materials

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 are included in the session booklet.

To be prepared ahead	To be completed during the session
	<ul style="list-style-type: none">• Unit Ideas• Evaluation Options

Handouts (3)

Make copies of the following handouts before the session begins.

1. Session Four Objectives and Agenda
2. Unit Plan Packet includes the following materials:
 - Unit Plan Packet: List of Materials and the Assignment
 - Unit and Evaluation Plans: Issues to Consider
 - Overview: The Health Literacy Unit Template
 - Health Literacy Unit Template
 - Sample Health Literacy Unit
 - An Evaluation Plan for your Health Literacy Unit
 - Evaluation Plan Template
 - Sample Evaluation Plan
 - Discussion Questions
3. Session Four Evaluation Form

From Session Three

1. Lesson Reflection Sheet (with your notes about teaching your lesson)

Skills for Chronic Disease Management

Session Four

Objectives

During Session Four, participants will:

- Analyze the experience of creating and teaching a health literacy lesson
- Analyze lesson plans and unit ideas
- Examine and prepare to use a template as a planning tool
- Generate ideas for measuring success
- Prepare for the assignment between sessions

Session Four Agenda

Introductory Activities (15 minutes)

- Welcome, Session Objectives and Agenda

Discussion & Analysis Activities (2 hours, 10 minutes including a break)

- Share Teaching Experiences
- Share Unit Ideas
- Review the Unit Plan Packet
- ~ Take a 10-Minute Break ~
- Develop an Evaluation Plan

Planning Activities (20 minutes)

- Review the Assignment: Outline a Unit and Evaluation Plan

Closure Activities (15 minutes)

- Session Review
- Session Evaluation and Closing Notes

Unit Plan Packet: List of Materials and the Assignment

The materials in this packet were designed to help you create a unit plan and an evaluation plan for that unit. You can use this packet as a guide for the assignment.

This packet includes the following materials:

- Unit and Evaluation Plans: Issues to Consider
- Overview: The Health Literacy Unit Template
- Health Literacy Unit Template
- Sample Health Literacy Unit
- An Evaluation Plan for your Health Literacy Unit
- Evaluation Plan Template
- Sample Evaluation Plan
- Discussion Questions

Your assignment for Session Five

1. Create a draft of your health literacy unit plan focused on skills related to managing a chronic disease.
2. Create an outline for evaluating your health literacy unit.
3. Bring two copies of your unit and evaluation plans to Session Five.

Unit and Evaluation Plans: Issues to Consider

Feasibility

In addition to determining lesson plans and evaluation tools, a number of issues may influence how you choose to design a unit and a plan for evaluation of that unit. The list below is designed to highlight several such issues. Review these items before you complete your assignment for Session Five.

Time: Think about how much time in your classes you can realistically devote to skills related to managing a chronic disease. You might have time for only a few lessons; you may want to carve out a lesson a week; you may have a full week or a month.

Integration: Review other lessons you currently use or might develop that would provide some context or support for your plan. For example:

- You may already have a lesson on asking for clarification at work/at children's school, and you could build on this lesson as you translate the same skills into medical or social service settings.
- You might currently do a life skills lesson on finding desired items in a grocery store, and you might follow up with a lesson that looks at the organizational logic used to shape health centers.
- You may find that you already teach lessons on percentages and fractions and only need to use the example of benefits calculation.

Resources: You will want to consider the resources you have available or might locate to help you develop and carry out your plans. For example, you might already have or can easily find authentic materials, community health resources, possible guest speakers, Web sites and publications on specific topics, and articles with background information on health.

Challenges: You will need to anticipate problems you might encounter in carrying out your plans, and think about how to overcome them. You may face issues such as having relatively little discretionary time because you must prepare students for GED tests; you may find that other program staff do not understand the point of health literacy skill development and are therefore not supportive.

Process

The process of developing a plan is an iterative one. We develop goals and plans based on those goals. However, some goals are not easily achievable. Therefore, we suggest that once you have drafted your unit and evaluation plans, you go back and review the goals and objectives. You may need to modify your goals and/or your objectives based on the time you have. You may need to increase time for the unit by building in practice time between lessons.

Review and assess the goals and objectives you have set and the lessons/activities you have designed to achieve them. Be sure that they are logically connected. Consider the following questions:

1. Is the goal achievable within the time available?
2. Will the objectives listed lead to the goals you've defined?
3. Will the lessons and activities help accomplish those objectives?
4. Will you be able to determine if the unit has been successful with the evaluation plans you've outlined?

Overview: The Health Literacy Unit Template

The *Health Literacy Unit Template* is adapted from an organizational format developed by John Dirkx and Suzanne Prenger (1997).^{*} The template features the following components:

Thematic focus and/or title

The thematic focus is the grouping of health literacy tasks addressed in the unit. The focus will be a subset of one of the three critical areas addressed in the Health Literacy Study Circle⁺ Series: Access and Navigation; Chronic Disease Management; and Disease Prevention and Screening.

For example, if you are working with Chronic Disease Management, you might consider a thematic focus on issues related to planning and scheduling. This would include lessons on skills related to the use of a clock and of a calendar. As another option, you might prefer to focus on skills related to scales and measures, with examples drawn from measurement tools. A focus on medicine might enable you to develop lessons focused on reading labels, using charts, or measuring amounts.

Student population

Identify the student population (e.g., beginning ESOL, pre-GED, and parents in a family literacy program) and the skill level (e.g., beginning literacy, advanced math) so that others will know for whom the health literacy unit was designed.

Major tasks addressed in this unit

Identify the various literacy tasks related to managing a chronic disease that are addressed in the six to eight lessons in the unit. These tasks should be specific things that people are expected to do when dealing with chronic diseases.

Note: Think about the different kinds of tasks that have been identified during different study circle discussions to help you.

Inspiration for unit

Write down your students' words or describe one of their experiences that prompted you to think about the need for this health literacy unit. This will help you focus on students' concerns and needs as you plan the health literacy lessons.

^{*} Reference: Dirkx, J. M., & Prenger, S. M. (1997). *A Guide for planning and implementing instruction for adults: A theme-based approach*. San Francisco: Jossey-Bass Publishers. Used with permission.

Unit objectives

State the learning objectives that guide your decisions about which six to eight lessons will make up this unit. Objectives should be specific, achievable, and measurable.

One such objective might be -- Students will be able to fill out a medical history form. Another might focus on efficacy building -- Students will indicate that they feel more confident about being able to ask questions for clarification.

Lesson ideas

Identify six to eight lesson topics that will help you achieve your unit objectives. You may want to create all of your own lessons, or you may want to include lessons developed by others. You may wish to consider how the lessons are sequenced. Ask yourself, *how do my lessons build on each other? Should certain lessons come before others?*

One effective way to help learners acquire complex health literacy skills is to identify the prerequisite skills needed for a particular task, and determine where your learners have mastered them. For example, if you want to teach an ESOL lesson on how to make and keep a doctor's appointment, you may first want to teach a lesson on how to use a calendar and how to tell time. A lesson on using labels to determine correct dosage might be preceded by a lesson about tables – how they are organized and how to read them.

Skills to be addressed

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.

Group discussion methods

Identify the discussion methods you might want to use with each lesson. Various methods might include pair work, individual reflection and writing, small group discussions, and brainstorming. You will then be able to review the list of discussion methods in the unit to determine if you have used a variety of instructional formats to address various learning styles.

Health Literacy Unit Template *

Thematic focus and/or title of unit:	
Student population and level:	Major tasks addressed in this unit:
Inspiration for unit:	
Unit objectives: Learner will... <ul style="list-style-type: none"> • • • • • 	Lesson ideas (6-8): <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8.
Skills to be addressed (<i>e.g., reading, writing, math, oral communication, self-efficacy, self-advocacy</i>)	Group Discussion Methods (<i>e.g., pair-work, brainstorming, small group discussion, individual presentations, role play</i>)

* Adapted from Dirkx, J. M., & Prenger, S. M. (1997). *A Guide for planning and implementing instruction for adults: A theme-based approach*. San Francisco: Jossey-Bass Publishers. Used with permission.

Sample Health Literacy Unit

Thematic focus and/or title of unit: Timing and scheduling medicine	
<p>Student population and level:</p> <p>Intermediate ABE</p>	<p>Major tasks addressed in this unit:</p> <ul style="list-style-type: none"> • Determine the necessary time between doses of medicine • Use cues to remember medicine • Read a medicine label • Communicate with medical professionals to ask questions about new medicine
<p>Inspiration for unit: I visited my mother to help her set up her weekly medicines and realized how difficult this task could be. I considered the needs of my students -- some of whom were caring for children or parents with a chronic disease, or taking care of their own chronic disease. I asked my students to identify the most difficult tasks they have to do. Many of them mentioned how hard it was to remember to take their medicine. Others stated that they did not know what to do if they missed a dose.</p>	
<p>Unit objectives:</p> <ul style="list-style-type: none"> • Learners will be able to identify five common problems people face when they need to take medicine on a regular basis. • Learners will be able to formulate questions about new medicine to ask professionals. • Learners will be able to read two medicine labels and complete a calendar schedule for correct dosage throughout the day and week. • Learners will be able to list two ways to organize medicines (by time of day, by day of week). • Learners will be able to list three cues to action – strategies for remembering to take medicine. 	<p>Lesson ideas:</p> <ol style="list-style-type: none"> 1. Conduct interviews with people managing a chronic disease about problems they faced remembering medicine and strategies they developed. 2. Present interview findings to class, and write a booklet addressing strategies for taking medicine. 3. Create skits that help students practice questions for a health professional about proper use of medicine. 4. Read and analyze a variety of prescription labels on medicine bottles to figure out needed timing. Use an analogue clock to set the correct times. 5. Read the directions for over-the counter medicines and determine how much to take over the course of a day. 6. Read a story about a person who must take different medicines for arthritis. Develop a calendar to show when to take the medicine.
<p>Skills to be addressed:</p> <p>Oral communication: Request clarification</p> <p>Plan: Use a calendar to schedule</p> <p>Read: Prescription labels</p> <p>Write: A pamphlet about how to remember to take medicine</p> <p>Use tools: A clock and a calendar</p> <p>Self-efficacy: Feel confident about asking a doctor to explain the purpose of a medicine, signs of trouble, and what to do if a dose is missed</p>	<p>Group Discussion Methods:</p> <ul style="list-style-type: none"> • Pair-work • Brainstorming • Small group discussion • Individual presentations • Role play

An Evaluation Plan for Your Health Literacy Unit

Many evaluators suggest that we focus on two levels of evaluation: *process evaluation* and *outcome evaluation*.

Process Evaluation

Carol H. Weiss, a well-known expert on evaluation, defines process evaluation as “a study of what goes on while a program is in progress.”* The purpose of this evaluation will be to understand whether the teaching process is going as planned, whether the students are as engaged as anticipated, and whether activities you designed to build skills are indeed accomplishing what you had hoped they would. Process evaluations enable us to pause and redesign our plans as needed.

Outcome Evaluation

As Weiss notes, outcome evaluation looks at “whether or not the program produced the intended program effects.”** In this instance, an outcome evaluation will determine whether your unit has achieved what you hoped it would. In your outcome evaluation, you will want to consider the effect of the unit on students’ skills, knowledge, attitudes/beliefs, and actions.

How to Draft an Evaluation Plan

The attached two-page template provides one way of organizing your plans for evaluating your unit. Ultimately, you may prefer to use a different format. The purpose of this exercise is to allow you the opportunity to think through what you want to evaluate for your unit, and how you might go about doing it. The partially filled-in template is provided as an example.

Notes on Process Evaluation

We rarely have the time and luxury to evaluate everything. You will need to determine when feedback is most useful. Consider which aspects of your lessons, such as planned activities or time for practicing a new skill, that you want to examine more closely.

Consider how you might get feedback from students as well as peers. For instance, you might have an informal discussion with your students after a lesson. Ask them “What did you learn?” or “Did you have enough time?” or “What did you value most or least?” You might also ask a colleague to observe a lesson so they can share insights with you.

* Weiss, C. (1998). *Evaluation: Methods for Studying Programs and Policies*. Upper Saddle River, NJ: Prentice Hall.

** Ibid, p.334.

Notes on Outcome Evaluation

Outcome evaluations help you determine whether a lesson or a full unit achieved the results you expected. Many evaluators urge us to focus on proximal and distal outcomes.

- *Proximal outcomes* are those that can be evaluated immediately, such as increased knowledge, perceptions, and skills.
- *Distal outcomes* are those that come a bit later and that generally focus on results when new knowledge, perceptions, and skills are applied to real life circumstances.

The Study Circle⁺ authors have proposed a framework for capturing these different outcomes as a way of organizing your evaluation plan. Again, this is one of many ways to organize evaluation plans.

Evaluation Plan Template

<p>Unit Focus/Theme: _____</p> <p>Goal: _____</p> <p>Major Objectives: Students will be able to do the following: _____ _____ _____</p>	<p>Sequence of lesson topics:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 	
Level of Evaluation	Possible Evaluation Questions	Evaluation Measures (How I will get feedback)
Process Evaluation	<ul style="list-style-type: none"> • Do the lessons address student needs? • Are students engaged in lessons? • Do the activities help students increase their knowledge? • Do the activities help students change their perceptions? • Do the activities help students develop new skills? 	

Evaluation Plan Template (p. 2)

Level of Evaluation	Possible Evaluation Questions	Evaluation Measures (How I will get feedback)
Outcome Evaluation	<p><i>Proximal Outcomes:</i> Have students acquired new knowledge, perceptions, attitudes, and/or skills?</p> <ul style="list-style-type: none"> • Did students increase knowledge? (e.g., vocabulary) • Did students change perceptions? (e.g., increased self efficacy for interacting with social service staff) • Did students develop new skills? (e.g., fill out family health history form) <p><i>Distal Outcomes:</i> When, where, and under what circumstances have students applied new knowledge and new skills?</p> <ul style="list-style-type: none"> • What actions have students taken outside the class? • Have students taught or helped others? • What benefits have students reported? 	

Sample Evaluation Plan

<p>Unit Focus/Theme: Timing and Scheduling Medicine</p> <p>Goal: Build skills needed for proper dosing, timing, and scheduling of medicines</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Students will be able to read a medicine label to determine dosage and timing. • Students will be able to request information and clarification about the purpose and correct use of medicines. • Students will be able to use a clock and/or a calendar to schedule medicines. 		<p>Sequence of lessons</p> <ol style="list-style-type: none"> 1. Needs assessment: Identify barriers people face when they need to take different medicines to manage a chronic disease. 2. Conduct interviews with people managing a chronic disease about problems they faced remembering medicine and strategies they developed. 3. Present interview findings to class and write a booklet addressing strategies for taking medicine. 4. Create skits that help students practice questions for a health professional (doctor, nurse, and/or pharmacist) about proper use of medicine. 5. Vocabulary building: words we find on medicine labels. 6. Read and analyze a variety of prescription labels on medicine bottles to figure out needed timing. Use an analogue clock to set the correct daily times, and a calendar to determine how many days to take the medicines. 7. Read the directions for over-the counter medicines, and determine how much to take each day. 8. (Optional) With your students, read the article, “Use Medicine Safely” from the FDA web site at http://www.fda.gov/opacom/lowlit/englow.html.
Level of Evaluation	Evaluation Question	Evaluation Measures
Process Evaluation	<p>Do the lessons address student needs?</p> <p>Are students engaged in lessons?</p> <p>Is there sufficient time for students to practice and build skills?</p>	<ol style="list-style-type: none"> 1. Observation: Match unit goal with findings from needs assessment; ask students 2. Class activity: Ask students

Sample Evaluation Plan (p. 2)

<p>Outcome Evaluation</p>	<p>Proximal: Did the students increase their knowledge? Did the students change their perceptions? Did the students increase skills?</p>	<ol style="list-style-type: none"> 1. Vocabulary test (10 key words) 2. Class activity: Ask students to read a medicine label and identify time of doses for a 24-hour period. 3. Observation: Ask students to role-play a patient who needs to ask the doctor about the purpose of a new medicine and the correct usage. 4. Problem solving test: Ask students to read a story about Mr. Smith and use a calendar to plan his week's medicine.
	<p>Distal: Have students applied new skills?</p>	<ol style="list-style-type: none"> 1. Ask students to keep a journal and describe the actions they have taken for themselves or for others. 2. Ask students to write a story. 3. Ask class to tally action taken by members of the class.

Discussion Questions

1. What will the students be able to do after you teach this unit?
2. Does the focus on knowledge, perceptions, skills, and actions cover the kinds of changes you hope to see in your students?
3. What can you do to document that these changes have taken place in students' knowledge, perceptions, skills, and actions?

<p style="text-align: center;">Skills for Chronic Disease Management Session Four Evaluation Form</p>

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?

