

Lay Family Health Advisors Curriculum Unit 3

LESSON PLANS



3.1 Being an Intermediary

Learning outcomes

After completing this learning unit, learners have gained the following:

KNOWLEDGE:

- Basic knowledge of networking concept and its potential
- Basic knowledge of intermediacy
- Fundamental knowledge of access to health information
- Fundamental knowledge of transformative strategies

SKILLS:

- Analyse approaches and advantages of networking and intermediacy for the improvement of health literacy
- Provide access to health information promoting health literacy activities
- Develop transformative strategies to improve health literacy and access

RESPONSIBILITY & AUTONOMY:

- Create networking environment by using transformative strategies
- Assume and act as an intermediary using transformative strategies

3.1. Being an Intermediary
Face-to-Face 4,5 h

Subject	Duration	Content	Resources and Equipment	Delivery method
Introduction	10 min	Trainer introduces him/herself and presents the content and the learning outcomes of the unit <i>3.1. Being an Intermediary</i> to the group.	Computer Screen and video-projector PPT-slides 1-2	Face-to-Face
3.1.1 Who is an Intermediary: definition	20 min	Trainer leads a short group discussion about intermediary basics . After discussion trainer uses PowerPoint slides to introduce an intermediary and what intermediary training is .	Computer Screen and video-projector PPT-3-5 Whiteboard + markers for group discussion	Face to Face + Group discussion
3.1.2. Effective communication	30 min	Trainer leads a discuss what is hard to read and what makes it hard to read and defines “plain language” and list plain language principles. The trainer introduces YouTube -videos for effective communication tips.	Computer Screen and video-projector Bad Enough video: https://www.youtube.com/watch?v=R3tJ-MXqPmk Whiteboard + markers for group discussion	Face to Face + Group discussion
3.1.3. Access to health information	45 min	The trainer presents how to access information. The group gets to know different ways.	Computer Screen and video-projector PPT-slides 6-7	Face-to-Face

		Trainer leads a group discussion about the students' experiences of health information during their school years.	Whiteboard + markers for group discussion	
3.1.4. Promoting Health Literacy	30 min 30 min	Trainer presents from the PPT slides the ways for promoting the health information. Participant discuss the health literacy activities and how to promote them. <i>3.1 Activity 1:</i> Trainer gives examples of Storytelling to Increase Health Literacy and allows for the sharing of information through storytelling in a way that helps all group members learn how to better care for their specific condition.	Computer Screen and video-projector PPT-slides 8 Computer for each participant or pair Internet connection Annex 1: 3.1 Activity 1: Storytelling to Increase Health Literacy	Face-to-Face
3.1.5. Dissemination health and safety information	45 min 30 min	Trainer uses PowerPoint slides to introduce organizations produce reliable health information and how they disseminate. <i>3.1 Activity 2:</i> Each participant comments on the examples which trainer mentioned.	Computer Screen and video-projector PPT-slides 9 Annex 1: 3.1 Activity 2: Review of organizations health-related information	Face to Face
	30 min	Trainer uses PowerPoint slides to introduce the some methods for disseminating information and benefits.	Computer Screen and video-projector PPT-slides 10 https://www.coursera.org/lectu	Face to Face

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		Trainer describes a self-directed learning task 3.1.5 <i>Activity 2</i> : Each participant should develop his/her own principles to help him/her communicate effectively and promote behaviors that reduce health risks	re/communicating-during-global-emergencies/information-dissemination-QwsNk Annex 1: 3.1 Activity 2: Principles to help communicate effectively and promote behaviors that reduce health risks	
Total time	4,5 h			

3.1. Being an Intermediary

Self-directed learning 4,5 h

Subject	Duration	Content	Resources and Equipment
What is Networking?	2 h	This section provides the basics on networkig, the strengths and how to build your own network, the core principles, and the pills to build a successful networking	https://www.ldsjobs.org/ers/ct/7-rules-of-networking?lang=eng How can you become a better networker? https://www.lynda.com/Leadership-Management-tutorials/Networking/608995/673441-4.html Networking Basics Explained What is Networking, Types, Topology, Advantages: https://www.youtube.com/watch?v=ar8nV1tbFO4 file:///C:/Users/SB/Desktop/Networking/The_Advantages_of_NETWORKING.pdf
Ways to build a strong Network	1h	7 ways to build a strong network through examples	https://goo.gl/GKw29m
Promoting health literacy activities	1,5h	<i>Activity 3:</i> Getting to know principles to help communicate effectively and promote behaviors (Annex 1: 3.1 Activity 3)	https://www.who.int/healthpromotion/en/ Annex 1: 3.1. Activity 3
Total time	4,5 h		

3.2. How to Overcome Barriers

Learning outcomes

After completing this learning unit, learners have gained the following:

KNOWLEDGE:

- Basic knowledge of barriers to health promotion, disease prevention, and lifestyle and individual barriers
- Practical knowledge of the importance and effectiveness of health literacy
- Fundamental knowledge of strategies to overcome health barriers

SKILLS:

- Illustrate and explain health barriers for individuals and communities in general
- Identify selective examples of trouble spots in health literacy
- Distinguish practical strategies to overcome barriers of health literacy
- Identify the strengths and challenges of health literacy

RESPONSIBILITY & AUTONOMY:

- Recommend on strategies to overcome existing health barriers by trainees'
- Discuss trouble spots, strengths and challenges in health literacy by developing communication and participation strategies
- Increase the use of health information by communities through their empowerment on health literacy

3.2. How to Overcome Barriers
Face-to-Face 3 h

Subject	Durati on	Content	Resources and Equipment	Delivery method
Introduction	10 min	Trainer introduces him/herself and presents the content and the learning outcomes of the unit <i>3.2. How to Overcome Barriers</i> to the group.	Computer Screen and video-projector PPT-slides 1	Face-to-Face
3.2.1 The most common barriers	10 min	Trainer presents from the PPT slide the most common barriers	Computer Screen and video-projector PPT-slide 4	Face-to-Face
3.2.2. Barriers to health promotion and disease prevention	30 min 30 min	Trainer uses PowerPoint slides to introduce many factors in the current health care system. Trainer ensures that all group members have understood the barriers and trainer leads a discussion on strategies for the advancement of health literacy. (Activity 1).	Computer Screen and video-projector PPT-slides 2-3 Annex 1: 3.2. Activity 1 Whiteboard + markers for group discussion	Face to Face Group work in pairs

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3.2.3. Strategies to overcome health barriers	30 min 30 min	Trainer goes through the strategies to achieve the aim organizations must improve. Trainer uses PowerPoint slides to introduce the topics and shows examples of the intermediaries must improve to achieve the aim for improved health literacy.	Computer Screen and video-projector PPT-slides 4-7	Face to Face + Group work in pairs
3.2.4 Effective communication	40	Trainer leads a group discussion: What does it mean to communicate with someone? How is communication different from talking? Why do people communicate? How does communication impact on relationships with other people? Can we communicate when we are not speaking? How? (Activity 2)	Whiteboard + markers for group discussion Annex 1: 3.2. Activity 2	Face to Face + Group work
Total time:	3 h			

3.2. How to Overcome Barriers

Self-directed learning 4,5 h

Subject	Duration	Content	Resources and Equipment
3.2.2 Barriers to health promotion	2,5h	<p>The learner gets to know barriers that can prevent audiences from understanding and acting on vital health and safety messages: <i>Barriers to health promotion and disease prevention.</i></p> <p>Learner reads about barriers to health information and building solutions.</p> <p>Learners ask how can they find solutions ?</p>	<p>Removing barriers to healthcare: https://www.youtube.com/watch?v=OeBWCnAU4W8</p> <p>https://www.researchgate.net/publication/313166927_Barriers_to_health_information_and_building_solutions</p> <p>Overcoming Barriers to Optimize Health Literacy Programs: Innovative Strategies from the Field: http://www.communityscience.com/news-detail.php?news=289 -</p>
3.2.3 Communication	1h	<p>The learner gets information on effective health communication and health literacy.</p>	<p><i>Effective Health Communication and Health Literacy:</i> https://www.youtube.com/watch?v=KbGxKnUEY6g</p> <p><i>Teach back - a technique for clear communication:</i> https://www.youtube.com/watch?v=d702HIZfVWs</p>
3.2.3 Communication	1h	<p>Learner reads about teach- back method.</p> <p>The learner gets to know teach back's effectiveness.</p>	<p><i>The Teach-Back Method:</i> https://www.sahealth.sa.gov.au/wps/wcm/connect/acb97c004e4552aeac22af8ba24f3db9/HLT-TeachBackMethod</p>
Total time	4,5 h		

3.3. Community-based Approach

Learning outcomes

After completing this learning unit, learners will have gained the following:

KNOWLEDGE:

- Fundamental knowledge of community-based approaches and their advantages applied to health literacy

SKILLS:

- Select community-based approaches for health literacy
- Identify techniques to promote collective understanding of community based approaches
- Motivate individuals to develop sustainable community empowerment

RESPONSIBILITY AND AUTONOMY:

- Develop activities for the sharing of experiences and the creation of awareness on health literacy between individuals
- Monitor the changes of the target groups in order to determine sustainable community approach actions
- Promote the integration of best practices and knowledge of health literacy into public health practice by sharing evidence-based best practices in workshops, lectures or social media

3.3. Community-based Approach

Face-to-Face 2.h

Subject	Duration	Content	Resources and Equipment	Delivery method
Introduction	10 min	Trainer introduces him/herself and presents the content and the learning outcomes of the unit 3.3. <i>Community-based Approach</i> to the group.	Computer Screen and video-projector PPT-slides 1	F2F
3.3.1 Community	10 min	Using the powerpoint slides, trainer presents the basics of Community-based approach. The power of union	Computer Screen and video-projector The power of union: https://www.youtube.com/watch?v=jop2I5u2F3U PPT-slides 2	F2F
3.3.2 Advantages of Community-based Approach	20 min	Trainer discusses the importance of approach	Computer Screen and video-projector PPT-slides 3	F2F + Group work
3.3.3 Motivating individuals	20 min	Trainer presents PPT-slides about why Motivation is important in health care.	Computer Screen and video-projector PPT-slides 4-5	F2F

			Promoting Motivation, Health, and Excellence: https://www.youtube.com/watch?v=VGrcets0E6I	
3.3.4 Best practices	30 min	Trainer uses PowerPoint slides <i>Best Practices to start improving health literacy in Community</i> and best practices in health communication that can aid in improving health literacy.	Computer Screen and video-projector PPT-slide 6 https://health.gov/communication/literacy/quickguide/healthinfo.htm	F2F
4.3.5 Organizing Health Literacy Events and self-directed learning tasks	10 min 20 min	Trainer introduces the concepts of events with different target groups. Trainer explains the self-directed learning tasks, answers learners' questions and learners produce their own events to establish their micro-network where they are active.	Computer Screen and video-projector PPT-slides 7	F2F
Total time:	2 h			

3.3. Community-based Approach

Self-directed learning 5h

Subject	Duration	Content	Resources and Equipment
3.3.4 Best practices	2h	The learner selects the best practices which the content is distributed.	Examples of health literacy in practice: file:///C:/Users/SB/Desktop/Networking/good%20examples_Health%20literacy.pdf anva - application Brand Kit Best practices: file:///C:/Users/SB/Desktop/Networking/Quickguide-best%20practices.pdf
3.3.3 Motivation	1h	The learner reviews the motivation, best practises and identifies community assets and needs and develop a plan.	Concept and Significance of Motivation http://www.yourarticlelibrary.com/motivation/motivation-concept-and-significance-of-motivation
Community-based Development	1 h	The learner evaluates about community based approaches emphasises the development of sustainable actions at the community level for health literacy.	Promoting Health and Development: https://www.who.int/healthpromotion/conferences/7gchp/Track1_Inner.pdf
4.3.5 Organizing Health Literacy Events	1 h	The learner thinks about the health-related information content that he wants to use, chooses and produces his / her own events to establish their micro-network where they are active	Who is a Health Literacy Hero: http://www.healthliteracymonth.org/what-is-a-health-literacy-hero/ WHO: Promoting health, promoting

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			sustainable development: https://www.youtube.com/watch?v=T8qMwDxpwOs
Total time	5 h		