

EL Civics Health Curriculum

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Charlottesville ESL Health Curriculum

Charlottesville Adult Education

By Leslie A. Furlong

Introduction

This ten-unit multi-level curriculum was developed by the ESL Health Curriculum Committee of Charlottesville Adult Education in the spring of 2002 with funding from an EL Civics Grant from the State of Virginia. Participants in the Health Curriculum Committee included Debra Tuler, Shelley Staples, James Gordon, Renae Townsend, Nancy Faux, and Leslie Furlong. This truly has been a team effort. Special thanks go to Debra Tuler for her on-going support and sharing of ideas throughout the development and editing of the curriculum.

This curriculum draws on and is in part modeled upon material from the *Health Education and Adult Literacy: Breast and Cervical Cancer (HEAL: BCC) Core Curriculum* developed by World Education in cooperation with the Centers for Disease Control and Prevention (www.worlded.org/us/health/heal). The Charlottesville ESL Health Curriculum Committee expresses gratitude for having the opportunity to have been a part of a pilot implementation of the *HEAL-BCC Core Curriculum* and for being granted permission to use that curriculum in the development of this current project.

While the Charlottesville ESL Health Curriculum and the *HEAL-BCC Core Curriculum* have many similarities, there are important differences. Where the *HEAL-BCC Core Curriculum* focuses on early detection and treatment for two specific diseases, breast and cervical cancer, the curriculum presented here focuses more broadly on developing **civics awareness and participation** with regard to health, illness, and health care in the Charlottesville ESL community. It is also committed to being a **student-generated curriculum** and is therefore of necessity more open-ended and reliant upon student input than the *HEAL-BCC Core Curriculum*.

To be effective civic participants in any community requires (1) understanding how the system works; (2) understanding one's rights and responsibilities; (3) taking on a sense of leadership; and (4) engaging in a process of mutual information sharing with others in the community so as to develop or modify institutions and processes in ways that will be reflective and supportive of all residents.

In this curriculum, therefore, students are encouraged to develop competency with regard to navigating the U.S. health care system in the broadest sense possible. They look at holistic definitions of health, disease, and illness, as well as the importance of lifestyle choices, prevention, and early detection. They build life skills in accomplishing tasks such as making appointments, describing symptoms, filling out forms, and locating and understanding the different functions of health care facilities in the local community.

Students also learn about their civil rights and responsibilities. One unit of the curriculum deals with the civil rights of limited English speakers as expressed by Title VI of the

Civil Rights Act of 1964 (A description of the requirements of this act is available in Appendix A). They also learn about and discuss Patient Rights and Responsibilities as posted at the University of Virginia Hospital (A copy of this document is available in Appendix B).

In order to effectively develop a sense of leadership, it is important to acknowledge the value of one's own experiences and one's own voice. Through readings written by themselves and other ESL residents, students are encouraged to compare experiences with health and illness in their own cultures and in the U.S. in the safety of the classroom. Students then decide which health concern or concerns they would like to research and present to other students and members of the community. Field trips, guest speakers, and final projects revolve around the decisions the students make.

One of the most important factors of the curriculum is that there are built-in opportunities for both health care providers and students to communicate with each other. That is, students are urged to share what they learn both with others in the adult ESL population and with local health care providers and the local community generally. This can take different forms. One is a Health Wall where different topics students have researched are displayed in public areas. Another is through field trips and/or guest speakers during which there are structured opportunities for cross-cultural comparisons, question/answer periods, panel discussions, and other forms of mutual information sharing. There is also a Final Event at the end of the curriculum. This event will vary from implementation to implementation based upon the students' own choices.

Finally, in order to document and record the information generated by the curriculum, a written publication is produced and shared with future students and health care providers. At the end of each year, this publication is posted on-line for others to read and incorporate into future classes.

The curriculum is designed to be multi-level. Depending on the needs, interests, and time constraints of the class, each unit takes as little as 1 ½ to 2 hours and much longer if so desired. Units One through Four of the curriculum are particularly rich in material. Instructors may find it is not possible to cover all suggestions for that unit in the time available. Rather than limit the range of material covered in each unit, we have decided to offer instead "Implementation Ideas" so as to allow maximum flexibility for each individual class and competency level.

Goals of the Curriculum:

1. To help adults for whom English is not their first language navigate the U.S. health care system
2. To promote mutual information sharing among local healthcare providers and the ESL population.

3. To enable students participating in the curriculum to be advocates for their own health and promoters of health for their family and community.

Contents:

A ten-unit curriculum including:

- a. an on-going weekly journal copies of which the students keep for their own records; excerpts may be displayed on bulletin boards or included in the final project
- b. a field trip, guest speaker, and/or panel discussion between students and health care providers
- c. a final project, preferably with a written component to be published as a collective health newsletter, and may also include performances, such as role plays, videos of role plays or of guest speakers or of panel discussions, internet website display
- d. a final event in which students and health care providers share information and experiences, questions, and concerns

Unit One: Health and Illness

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Purpose:

To build an atmosphere of trust and mutual support among students.

To create an inclusive environment through which to begin to explore the subjects of illness and health, encouraging different perspectives and points of view.

To encourage students to reach for broad understandings of what health and illness are with special emphasis on eliciting students' own understandings of these categories.

To look at the differences among kinds of illness and ways to prevent them and ways to detect them.

Objectives:

1. To introduce the topics of good and bad health (including physical, community, environmental, emotional, spiritual, etc.).
2. To introduce vocabulary/appropriate structures/concepts needed to discuss health-related issues.
3. To introduce ways of categorizing new vocabulary and issues.
4. To begin a journal which will continue throughout the curriculum wherein students record their thoughts, major ideas discussed in class, and any new vocabulary.

Key Vocabulary

- | | |
|----------------------|--|
| 1. Parts of the body | 10. Tests |
| 2. Checkup | 11. Acute/chronic |
| 3. Habits | 12. Detect/early detection |
| 4. Heredity | 13. Prevent |
| 5. Illness | 14. Symptom |
| 6. Disease | 15. Treat |
| 7. Sickness | 16. Specific examples of disease/illness |
| 8. Nutrition | 17. Specific common symptoms |
| 9. Stress | |

Implementation Ideas

I. Conduct a pre-curriculum survey based on issues addressed in Units One through Four (See Appendix C).

II. Create a Good Health Map using the question, "What is good health?" Using Newsprint (or some other means to record and refer back to the Good Health Map), have students brainstorm vocabulary and examples of good health; then cluster them in categories. Encourage students to be as broad in their definitions as they can. Suggest to them examples of environmental health, community health, spiritual health, personal

health, physical health, etc. Invite them to categorize according to their own understandings.

III. Create an Illness Map using Newsprint (or some other means to record and refer back to the Illness Map) wherein students brainstorm vocabulary, examples of illness, and cluster categories. Encourage students to refer to the Good Health Map to help brainstorm. Referring to the Illness Map, discuss ways students know of to prevent specific illnesses (again, include discussions of illness in the broadest possible terms). Discuss the difference between acute and chronic conditions. Discuss ways of detecting illness. Build vocabulary around specific common symptoms relating to the body.

IV. Role play/practice expressing a health problem.

V. Discuss the question: “Do you go to a doctor only when you are sick?” Talk about checkups, prevention, immunizations, etc.

VI. Have each student create a list for the wallet or to have by the phone of known health conditions, allergies, special medicines the student has as well as who to notify in case of emergency.

VII. Have students begin a journal where they record their own Good Health and Illness Maps, their own definitions of what good health and illness mean, and any new vocabulary learned in class. This journal will continue throughout the curriculum and may be drawn upon for writings in the final publication.

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Unit Two: Students' Own Experiences

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Purpose:

To encourage students to begin to use vocabulary learned in Unit One to talk about their own experiences with health and illness both in their home countries and in the U.S.

To help students begin to problem-solve what to do when or if they need medical assistance in the U.S.

Objectives:

1. To use vocabulary and ideas generated from Unit One to help students reflect on their own health practices and life choices; explore what is difficult/easy about health practices of prevention/detection; introduce roles of obstacles and support systems.
2. To understand the American process of where to go for medical assistance; to be able to complete process of making an appointment and filling out paperwork; introduce the problem of translation and interpreter.

Key Vocabulary:

1. Review vocabulary in Unit One
2. Obstacle
3. Support system

Implementation Ideas:

I. Divide class into groups. Have students use pictures from magazines, books, etc., to create stories in which they determine what the problem is and how the problem is resolved or addressed. Then share the stories with the class. Incorporate the issues of obstacles and supports as part of each health concern.

II. Use "Stella's Story" from Unit One, Lesson Three of the *HEAL-BCC Curriculum*, pp. 16-25 as a reading tool to elicit discussion.

III. Discuss students' experiences with being ill and needing medical assistance both in their home countries and in the U.S. Compare experiences cross-culturally. Ask the following questions:

1. Does everyone have insurance in your country? Do you have insurance in the U.S.? Do you know where to go for low-cost or free medical care in the U.S. if you do not have insurance?
2. Were you or someone you know ever sick or needing medical assistance in your culture? What was the problem? How did you go about solving the problem? What methods do you use in your culture when you get sick? How do you know

you need to go to a doctor? When you needed medical assistance (in your home country), did you:

- i. go to a health clinic or hospital without making an appointment?
 - ii. call a doctor who then came to your home or told you what to do over the phone?
 - iii. receive medicine directly from the doctor which you took?
 - iv. go to a pharmacy with a prescription from the doctor which you then paid for?
 - v. self-medicate, using herbs, teas, over-the-counter medicines, something else (explore)?
 - vi. make an appointment to see a doctor?
 - vii. go to the emergency room?
3. Have you or someone you know ever been sick or needed medical assistance in the U.S.? What was the problem? How did you solve or address the problem? Were you satisfied? Were there any surprises? Were there any differences from the procedures in your culture? What did you learn from this experience? What can you do to prepare for next time? What do you wish you could tell your health care provider about your experience?

IV. Read and discuss stories written by students who have had experiences with the medical system in the U.S. For example, from the *Multi-Cultural Brief*, use “I Want to Ask You” by Xihui Lai (May-June 2001) and “Are You Going to Move? Find a Doctor First!” by Natalia Brylera (December-January 2001-2002). Answer the following questions:

1. What was the problem?
2. What was the experience?
3. What did the writer/health care provider do successfully?
4. What could have made the experience better?

V. Role-play/discuss making an appointment; introduce the problem of needing a translation line, interpreter, support system

VI. Practice filling out standard health care admission form.

VII. Discuss 9-1-1, uses of the emergency room, rescue squad, private physician, health clinics, the Health Department, the Free Clinic, UVA Hospital, Martha Jefferson Hospital, Prompt Care, midwives, alternative health care options.

VIII. Role-play/discuss what to do if/when you receive a bill in the U.S.

IX. Discuss how to find and select a personal physician, health care provider, or hospital students can go to in an emergency, know where the hospital is, what standard procedure to follow.

X. Have students create a health card they can keep by the telephone or other prominent place. The health card will include the student's name, address, and telephone number, allergies the student may have, the name and telephone number of the primary care physician, and the name, address and telephone number of the health clinic and/or hospital the student plans to go to if needed.

X. Have students record new learning, thoughts, and vocabulary in their journals. Students may share their journal writings in class.

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Unit Three: Rights and Responsibilities

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Purpose:

To inform students of their rights and responsibilities in using the U.S. health care system.

Objectives:

1. To identify rights and responsibilities of health care users.
2. To be able to articulate differences between the US health care system and home country health care systems and how people address health problems.
3. To share positive and negative experiences with the health care system in the US.
4. To pose and solve problems faced; identify obstacles and supports

Key Vocabulary:

1. Civil rights
2. Interpreters
3. Translation lines
4. Second opinion
5. Challenge

Implementation Ideas:

I. Present and explain Civil Rights of Limited English Proficient (LEP) residents according to the Civil Rights Act of 1964 (See Appendix A).

II. Introduce translation lines and if available hand out brochures on translation line services.

III. Discuss issues of who may or may not serve as an interpreter.

IV. Discuss the Patient's Rights and Responsibilities as posted at the University of Virginia Hospital (See Appendix B).

V. Role play around these issues, particularly with regard to the right to privacy and making the decision to seek a second opinion, change doctors or challenge a doctor's opinion.

VI. Have students record new learning, thoughts, and vocabulary in their journals. Students can share their journal writings in class.

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Unit Four: Approaching a Particular Health Concern in the U.S. Using a Disease Model

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Purpose:

To provide students with a template for learning about a particular disease and the procedures to follow to be able to detect it early.

Objectives:

1. To use an example disease as a model for how to approach a specific health concern in the U.S.
2. To begin to define key words in medical terminology.
3. To critically analyze health material and information provided by others and to seek alternative sources.
4. To introduce idea of being a lay health promoter.

Key Vocabulary (if cancer is the disease being discussed):

- | | |
|-----------------|------------------|
| 1. Fact | 8. Genes |
| 2. Myth | 9. Immune system |
| 3. Cancer | 10. Malignant |
| 4. Risk factors | 11. Metastasize |
| 5. Benign | 12. Organs |
| 6. Carcinogen | 13. Tumor |
| 7. Cells | |

Implementation Ideas:

I. Use the *HEAL-BCC Curriculum*: Unit Two, Lessons One and Two, pp. 27-51. These lessons discuss myths and facts about cancer and then define what cancer is. As students research and make presentations about other diseases, it will be possible to offer other model diseases as examples in the future. If you choose a different disease to model, provide facts and myths about that particular disease.

II. Include these discussion questions: what are methods of treatment you know about in your country? And: What are attitudes toward cancer (or the disease discussed in the implementation idea chosen above) and other health concerns in your country?

III. If cancer is the disease you are discussing, use photographs and short biographies, such as *Portraits in Hope*, a photo exhibit displayed by the American Cancer Society in different locations to promote breast cancer awareness. For *Portraits in Hope*, notice who the women are; what ages; the women's messages; how the students feel about the women and what the women can teach them about dealing with cancer. If using other photos and biographies, ask similar questions.

IV. If cancer is the disease you are discussing, use *CCS HEAL-BCC Newsletter* (a publication produced by the Charlottesville ESL Adult Education Program at the culmination of piloting the HEAL-BCC curriculum) to talk about the importance of lifestyle, prevention, and early detection. The publication also provides locations for breast cancer screenings in Charlottesville. The *CCA HEAL-BCC Newsletter* is available at the Charlottesville Adult Learning Center, 1000 Preston Avenue, Suite D, Charlottesville, VA.

V. If cancer is the disease you are discussing, use the Breast Health Coalition of the Blue Ridge website to gain more information about breast cancer: <http://monticello.avenue.org/breasthealth/home.html>. If you are using another disease to model, locate websites that address information about the disease, different forms of prevention, early detection, and treatment, and locations where treatment is available. Students are encouraged to compare different opinions and options regarding the disease being discussed and to think about how to make decisions based on what they learn.

VI. If cancer is the disease you are discussing, use the American Cancer Society newsletter to discuss different types of cancer and statistics on which cancers are most prevalent among different populations. If you are using another disease to model, obtain appropriate literature on the disease to discuss.

VII. Use the *HEAL-BCC Curriculum*: Unit Four, Lesson One, pp. 93-94 on the importance of students becoming teachers in their own communities. Encourage students to look at the discussion on cancer as a model for their own research and problem solving. Encourage students to begin to think of themselves as lay health promoters. Discuss why this is important and reasons students may hesitate to take on this role.

VIII. Have students record new learning, thoughts, and vocabulary in their journals. Students can share their journal writings in class.

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Unit Five: Deciding on a Health Topic

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Purpose:

To become familiar with research resources in the Charlottesville community and the U.S. that students will be able to turn to if a health concern arises.

To decide which plan, as outlined in Implementation Ideas below, students wish to pursue. Students may choose one or more plans to implement.

To decide upon possible field trips or guest speakers students would be interested in exploring.

Objectives:

1. To model an approach to solving a particular health challenge in the U.S.
2. To identify this approach as a process to apply to other health problems.
3. To identify a particular health concern the class would like to study or create a schedule for student presentations on particular health concerns of their choosing.
4. To build skill that will lead to a dialogue with health care providers regarding health care concerns students may have.

Implementation Ideas:

- I. Brainstorm with the class a list of possible health concerns that may be relevant to the ESL population.
- II. Using the phone book and other resources, have students identify who to call or where to go with a particular problem; compile a list of recommendations.
- III. Have students decide which plan (Plan A, Plan B, or Plan C) described below they wish to follow for the remaining units of the curriculum:

Plan A:

A group research project, where the class as a whole will choose a health care concern to research and report on. Depending on the needs of the students, this will include learning how to conduct library and internet research, a field trip to the library, a field trip or in-class meeting with a local health care provider/educator based on the research topic the class chooses, a written report to be published at the end of the curriculum, poster displays of their research to be posted on a Health Wall at the Adult Learning Center, and depending on interest expressed by other classes, a presentation of the project either in individual classes or as part of a center-wide health fair.

Plan B:

Individual or small group research projects where each student or small group of students chooses their own health care concern to research. Depending on the needs of the students, this will include learning how to conduct library and internet research, a field trip to the library, contacting organizations related to students' chosen health care

concerns, a field trip or in-class meeting with a local health care provider/educator or organization based on the research topic a student or small group of students has chosen and which the class as a whole votes as their choice to explore more, a written report to be published in a Health Journal at the end of the curriculum, poster displays of their research to be posted on a Health Wall at the Adult Learning Center, and depending on interest expressed by other classes, a presentation of student projects either in individual classes or as part of a center-wide health fair.

Plan C:

Individual or small group projects based on expanding on material covered in Units One through Four. This will include individual or small group presentations; individual, small group, or collective written reports to be published in a Health Journal at the end of the curriculum, a panel discussion with health care providers and/or administrators, poster displays of their research to be posted on a Health Wall at the Adult Learning Center, and depending on interest expressed by other classes, a presentation of student projects either in individual classes or as part of a center-wide health fair.

IV. Depending on which plan the students choose, follow the appropriate implementation ideas for the remaining units:

Plan A:

1. Brainstorm a particular health concern the students as a class want to research, and have students vote on which health concern they wish to explore.
2. Conduct a pre-survey to determine what students already know about this health concern. Discuss/role play how this health concern would be dealt with in student's home country (prevention, tests, treatments). Share ways they have of self-medicating or treating themselves with regard to this health concern, if appropriate. Emphasize the importance of sharing cross-cultural information as part of their project.
3. Discuss the issue of distinguishing between facts and possible myths about the health concern.
4. Share cultural feelings/fears students have regarding this particular health issue. If this is a big concern, encourage students to write about it in their health journals.
5. Brainstorm ideas on how and where to conduct research (library, internet, personal experience in the U.S. or in home country, organizations in Charlottesville, U.S., or home country).
6. Determine the level of experience students have with library and internet research. If appropriate, arrange to conduct a field trip to the library and meet with the research librarian (Unit Six).
7. Illustrate how to document sources (books, articles, internet, interviews, personal experiences, etc.)
8. Discuss how to evaluate resources.
9. Encourage students to contextualize sources within a holistic framework of health discussed in Unit One.

10. Encourage students to critique sources, allowing for different opinions and experiences, including their own. Encourage them to discuss fact and myth, as well as “alternative” preventions, early detection, diagnoses, and treatments.
11. If a student has personal experience with the chosen health concern they would be willing to share, encourage them to write about it and present it to the class. Emphasize the importance of (a) stating the problem or concern clearly; (b) explaining and illustrating why it is of concern, or the ways it affects good health; (c) general solutions or ways of addressing the health concern; and (d) local ways and/or ways used in home country of addressing the health concern.
12. Discuss what students would like for health care providers in the U.S. to understand about different approaches to this health care concern in other countries.

Plan B:

1. Brainstorm particular health concerns the students individually or in small groups want to research.
2. Brainstorm ideas of where to conduct research (library, internet, interviews, personal experiences, organizations in the U.S., Charlottesville, and home country).
3. Have students decide upon which topics they will research and present. Their presentations may be individual or small group.
4. Based upon the research topic students have chosen to research, help them to locate an organization in Charlottesville, or the U.S. generally, which addresses their particular topic and contact that organization for information. Depending on time constraints and local availability, have the class vote on which organization they would most like to visit or have a representative come to class to discuss that health care concern with them (for Unit 7).
5. Contact the organization or representative and arrange a field trip or in-class meeting. Explain the importance of the process of mutual information sharing to both the students and representative or organization. Ask the health care provider/educator if there are any questions or concerns he/she would like to ask the students or have them think about and be ready to discuss at the meeting (for Unit 7).
6. Before students begin to make their presentations, go over the following:
 - a. Determine the experience students have with library and internet research. If appropriate, arrange to conduct a field trip to the library and meet with the research librarian (for Unit 6).
 - b. Illustrate how to document sources (books, articles, internet, interviews, personal experiences, etc.)
 - c. Discuss how to evaluate resources.
 - d. Encourage students to contextualize sources within a holistic framework of health discussed in Unit One.
 - e. Encourage students to critique sources, allowing for different opinions and experiences, including their own. Encourage them to discuss fact and myth, as well as “alternative” preventions, early detection, diagnoses, and treatments.

- f. Discuss formats for making a good presentation. Emphasize the importance of documenting research and presenting material in students' own words.
 - g. Inform students that as part of their presentation, they will prepare three questions to ask their audience after their presentation to determine level of comprehension by the audience.
7. If a student has personal experience with the chosen health concern they would be willing to share, encourage them to write about it and present it to the class. Emphasize the importance of (a) stating the problem or concern clearly; (b) explaining and illustrating why it is of concern, or the ways it affects good health; (c) general solutions or ways of addressing the health concern; and (d) local ways and/or ways used in home country of addressing the health concern.
 8. Discuss what students would like for health care providers in the U.S. to understand about different approaches to this health care concern in other countries.
 9. Have students sign up to make individual or small group presentations to the class. Remind them that they will write up their presentations **in their own words** to be published in a Health Journal to be shared school-wide and also with interested health care providers. Remind them that they will contact a health organization in order to learn more about their particular health concern. Remind them that they will make a poster of their chosen health concern to place on a Health Wall to be shared center-wide. They may use their poster displays as part of their presentations.

Plan C:

1. Review Units One through Four and determine from students what topics they would like to discuss further. The focus will be on sharing (a) experiences navigating the U.S. health care system and (b) student understandings of how the health care system works in their country of origin with a focus on cross-cultural comparison. They will present these topics in class and as part of a panel discussion with area health care providers. They will also write essays about their topics (or if writing is not what a particular student wishes to emphasize, they may create a more elaborate display poster for the Health Wall), which will be published in a Health Journal at the end of the curriculum.
2. Discuss formats for making a good presentation. Emphasize the importance of documenting research as much as possible and presenting material **in students' own words**.
3. If a student has personal experience they would be willing to share, encourage them to write about it and present it to the class. Emphasize the importance of (a) stating the problem or concern clearly; (b) explaining and illustrating why it is of concern, or the ways it affects good health; (c) general solutions or ways of addressing the health concern; and (d) local ways and/or ways used in home country of addressing the health concern.
4. Discuss what students would like for health care providers in the U.S. to understand about different approaches to this health care concern in other countries. Have students sign up to make individual or small group presentations

- to the class. Remind them that later they will present this material as part of a panel with health care providers and administrators. Remind them that they will write up their presentations **in their own words** to be published in a Health Journal to be shared school-wide and also with interested health care providers. Remind them that they will make a poster of their chosen health concern to place on a Health Wall to be shared center-wide.
5. Arrange with a health care organization for a panel event among students, health care providers, administrators, and the general public, if possible (to be implemented in Unit 9). One example would be to hold the panel discussion during Grand Rounds in one of the departments of a local hospital. Explain to all participants the importance of the process of mutual information sharing and ask health care providers and administrators if there are any questions or concerns they would like students to think about and be ready to address before the event.

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Unit Six: Research/Class Presentations

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Purpose:

If in Unit Five, students chose to do Plan A, to begin to develop the tools to conduct research on the particular health concern the class would like to study.

If in Unit Five, students chose to do Plan B, to begin the first student presentations. Continue presentations throughout the remaining units until all students have completed their presentations.

If in Unit Five, students chose to do Plan C, to work on writing, making revisions as needed.

To plan to (1) go on a field trip, (2) invite a guest speaker to class, or (3) organize a panel discussion with health care providers so as to have the opportunity to interact in a process of mutual information sharing between students and health care providers.

Objectives:

If Plan A:

1. To research the problem identified in Unit Five.
2. To introduce resources available in the library, at health care organizations, and on the internet.
3. To apply an evaluation process to the resources encountered.

If Plan B or C:

1. Encourage leadership skills where students become teachers to the rest of the class and the school.
2. Encourage students, when possible and relevant, to relate the health concern they choose to resources in the Charlottesville area.
3. Encourage, where relevant, students to conduct cross-cultural comparison between how the health concern they choose is addressed in their home country and how it is addressed in the U.S.

Implementation Ideas:

Plan A:

1. Take a field trip to library to use research desk, computers, written materials, etc., if needed.
2. Research recommended preventions, means of detections, and treatments. Use www.worlded.org/us/health/docs/culture/indices_language.html language bank, among other internet resources. Explore google or other search engines on the internet. Find and record links related to the particular health concern.
3. Download or print out an article or articles that are appropriate to students' levels. Have students read, build vocabulary and reading comprehension.

4. Research local organizations or other organizations in the U.S. that address students' chosen health concern. Have students contact an organization to request information about health concern to share with students in class.
5. Contact a health care organization related to health care topic and make an appointment for a field trip or in-class meeting with a representative from that organization (for Unit 7).
6. Go over relevant vocabulary and compile a specific list of questions and cross-cultural issues to refer to and to provide guest speaker ahead of time, in preparation for Unit 7.

Plan B:

1. If field trip to the library is wanted or needed, go to the library.
2. Determine if students need help with research, with contacting organization, or with preparing their presentation. Offer to help or encourage fellow students to problem-solve together.
3. Confirm details of field trip or in-class meeting with health care provider/organization. Go over relevant vocabulary and compile a specific list of questions and cross-cultural issues to refer to and to provide guest speaker ahead of time, in preparation for Unit 7.
4. Have students begin making presentations. If possible, have the student or students who are presenting on the topic related to the field trip/in-class meeting present first, offering an opportunity for the class as a whole to become familiar with the topic and the opportunity for the students to teach and develop their own voice on the topic. Write new vocabulary on the board while the student is presenting. Remind the presenter to have three questions about their presentation they will ask the class after the presentation to test for comprehension. After the presentation, invite questions and discussion among all students.
5. Videotape each presentation so that the presentation may be available for other classes that may be interested in the topic or at a final event health fair.
6. Remind students that each student (or group) needs to make a poster and write presentations **in their own words** as well as present the oral presentations to the class. If writing is not a component of what students want to work on, they may substitute the writing component with more an elaborate poster display and/or role play to be shared during health fair or in presentations to other classes.

Plan C:

1. Work on student writings, presentations, and poster displays, making revisions as needed. Students who wish may present their work to the class with discussion afterward.
2. Brainstorm with students what they would like to learn from health care providers, what questions they have, what concerns, and what they would like health care providers to know.
3. Make a list of questions and concerns students may want to present for discussion with each other and with health educators. Both the student writings and the list of questions/concerns may be included in the final publication and presented at the final event.

Unit Seven: Field Trip/In-Class Meeting with Health Care Provider

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Purpose:

To communicate directly with a health care provider or organization that addresses a particular health concern, ideally the one researched in Unit 6, through an information-sharing session.

Objectives:

1. To build skills in active listening.
2. To build skills in asking questions of native English speaking health care providers.
3. To build skills in expressing opinions
4. To build skills in note taking.
5. To introduce students to particular health care facilities in the Charlottesville community.
6. To build a bridge of communication between students and health care providers.

Implementation Ideas:

I.

Plan A and Plan B:

1. Take a field trip or provide in-class presentations from guest speaker and representatives from class. If possible, the process should be one of mutual information sharing between students and health care providers. Incorporate an open question/answer period so that both health care providers and students may ask and respond to questions of each other. Use the questions students created in Unit Six to help the question/answer process.
2. Have a recorder who can summarize what occurred in a written presentation (to be done in Unit Eight).
3. Videotape, photograph, or taperecord the presentation. Determine from student interest who might be a good guest speaker or what might be a good field trip in the future.
4. Have both students and health care providers fill out an evaluation form of the event.

Plan C:

1. Continue work on student writings, presentations, and poster displays, making revisions as needed.
2. Students who wish may present their work to the class with discussion afterward.
3. Continue the process of brainstorming, based on their own work as it develops, what students would like to learn from health care providers, what questions they have, what concerns, and what they would like health care providers to know. Make a list of questions and concerns students may want to present for discussion

with each other and with health educators. Both the student writings and the list of questions/concerns may be included in the final publication and presented at the final event.

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Unit Eight: Preparing Research for Presentation/ **Continue Class Presentations**

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Purpose:

To prepare a final product that can be shared with others at a final event.

Objective:

To integrate knowledge learned from course in preparation for sharing with others.

Implementation Ideas:

I.

Plan A:

1. Have students discuss, critique, and write about the field trip or in-class meeting with health care provider (Unit 7). Determine students' own perception of how much they were able to understand. Determine, also, through comprehension questions and reviewing material covered the extent to which student in fact did understand. Discuss this together with the students.
2. Use information learned in class and on field trip or with guest speaker to determine what health care providers need to know and what members of students' community need to know. Compile information in a written form so as to be able to publish it in the Health Journal at the end of the curriculum.
3. Assign presentation and writing tasks (role plays for students who do not wish to emphasize writing skills) in order to be able to present information **in students' own words:**
 - a. internet data
 - b. library data
 - c. report on field trip/in-class meeting
 - d. personal experiences, cross-cultural experiences
4. Write drafts and work on role plays.

Plan B:

1. Have students discuss, critique, and write about the field trip or in-class meeting with health care provider (Unit 7). Determine students' own perception of how much they were able to understand. Determine, also, through comprehension questions and reviewing material covered the extent to which student in fact did understand. Discuss this together with the students.
2. Use information learned in class and on field trip or with guest speaker to determine what health care providers need to know and what members of students' community need to know. Compile information in a written form so as to be able to publish it in the Health Journal at the end of the curriculum.
3. Continue in-class presentations.

Plan C:

1. Complete revisions on all student writings, presentations, and poster displays, making revisions as needed. Have copies of writings by student panelists ready to be distributed at panel discussion (Unit 9).
2. Complete all in-class student presentations.
3. Complete the process of brainstorming, based on their own work as it develops, what students would like to learn from health care providers, what questions they have, what concerns, and what they would like health care providers to know. Make a list of questions and concerns students may want to present for discussion with each other and with health educators. Both the student writings and the list of questions/concerns may be included in the final publication and presented at the panel event.

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Unit Nine: Editing the Final Product/
Complete Class Presentations/Panel Discussion
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Purpose:

Plan A and Plan B: To complete all editing and preparation of the final product to be presented at a final event.

Plan C: To engage in a mutual information sharing process among students, healthcare providers and administrators.

Objective:

Plan A and Plan B:

To continue the process of integrating the materials researched in preparation for final event.

Plan C:

1. To build skills in active listening.
2. To build skills in asking questions of native English speaking health care providers.
3. To build skills in expressing opinions.
4. To build skills in note taking.
5. To introduce students to particular health care facilities in the Charlottesville community.
6. To build a bridge of communication between students and health care providers.

Implementation Ideas:

Plan A and Plan B:

1. Complete all in-class presentations.
2. Complete final drafts and role plays.
3. Complete poster displays for Health Wall.
4. Each one teach: have students instruct at least one family member/friend about what they now know.

Plan C:

Conduct the panel discussion with students, health care providers and administrators (as arranged at the end of Unit 5). Panel format will include student presentations of their work. Copies of these presentations and copies of the questions/concerns students have compiled will be available at the event. After the presentations, there will be an open discussion or question/answer period, allowing for the free flow of ideas and concerns. At the end of the event, provide evaluation forms for all in attendance to fill out.

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Unit Ten: Final Event: Health Fair Presentations and Evaluation ©Copyright CCS Adult Ed Learning Center EL/Civics Project

Purpose:

To share with each other and the larger Charlottesville community the results of student research on health concerns.

To present a product that can be shared in the future with others.

Objective:

Present a final product in a form that can be used to educate others in students' own communities, in Charlottesville at large, and to share with health care providers.

Implementation Ideas:

Plan A and Plan B:

1. Have all presentation materials ready for publication in a Health Journal to be shared with health care providers, students, and general public.
2. Have all displays on Health Wall completed.
3. Conduct Health Fair at the Adult Learning Center. Invite health care providers and all students to attend. Offer to share presentations with another class at the Center.
4. Videotape presentations for future reference.
5. Send Health Journal publication to health care providers and distribute within the community.
6. Conduct a post-survey of entire curriculum to determine information and behavior change.
7. Explore how this process could be applied to other health care concerns.
8. Have students fill out an evaluation form for the entire curriculum.
9. Each one teach: report back on experience of teaching family member/friend, what issues or questions came up.
10. Hand out certificates of completion.

Plan C:

1. Discuss in class student responses to the panel discussion. Note the issues students found to be most significant. Note new information that emerged from the panel discussion. Note the extent to which students were able to understand what was discussed. Students (or instructor) may compile this information into a follow-up essay to be included in the final Health Journal publication, which will be distributed to those participating in the panel.
2. Share information learned and experience on the panel as part of the Health Fair.
3. Conduct a post-survey to determine information and behavior change.

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Appendix A:
The Civil Rights of Persons Who Are
Limited English Proficient (LEP)*
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Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, and national origin and is tied to the presence of federal financial assistance.

According to Title VI of the Civil Rights Act of 1964, recipients of federal financial assistance shall not:

1. deny any individual a service, aid or other benefit
2. provide a benefit, etc., which is different or provided in a different manner
3. subject an individual to segregation or separate treatment
4. may not use any criteria or methods of administration to defeat or impair accomplishment of a program's objectives
5. may not select sites or locations of facilities that will exclude protected individuals

An entity in compliance will have:

1. a range of language services
2. trained and competent interpreters
3. timely assistance
4. no cost to client

Types of language assistance include:

1. bilingual staff
2. staff interpreters
3. use of volunteer staff interpreters or arranging for the services of volunteer community interpreters
4. contract with an outside interpreter service
5. use a telephone interpreter service

Training of staff:

1. staff must be trained about language assistance policies and procedures
2. DO NOT require clients to bring family members, friends, minor children to serve as interpreters in any setting
3. use only trained interpreters

Today's Situation:

1. In 1990, 419,000 Virginians spoke a language other than English.
2. 161,000 said they didn't speak English very well.
3. 67,000 were Spanish speakers; 51,000 were Asian.
4. In 1990, 160,000 people were of Hispanic origin, and 151,000 were of Asian descent.
5. In 2000, 329,500 were of Hispanic origin, and 261,000 were of Asian descent.
6. Approximately 40% of Hispanics and 30% of Asians are limited English proficient.

Problems Encountered by LEPs:

1. providing services more limited in scope or lower quality
2. unreasonable delays in delivery of service
3. limited participation in program
4. requiring persons who are LEP to provide their own interpreter
5. program information, forms, notices in English

Who Must Comply with Title VI:

Recipients of federal financial assistance through:

1. grants
2. loans, contracts
3. directly or through state agencies
4. county agencies, private agencies

* This information was provided by Paul Cushing, Regional Manager, OCR Region III, Office of Civil Rights, U.S. Department of Health and Human Services, Philadelphia, PA, at a presentation to the Thomas Jefferson Health District, 1138 Rose Hill Drive, Charlottesville, VA on April 30, 2002. For further information contact pcushing@OS.DHHS.GOV

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Appendix B:
Patient Rights and Responsibilities
(as posted by the University of Virginia Hospital)
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Patient Rights

1. You have the right to know about your illness and proposed treatment and to participate in the development of your plan of care. Information will be given to you by your doctor and other members of your care team in language you can understand.
2. You have a right to make decisions about your care, including the right to know why you need an operation or treatment and who will perform the operation or treatment. This includes the right to refuse care or treatment and to know what may happen if you do not have this care or treatment.
3. You have the right to develop advance directives and to have hospital staff comply with those directives.
4. You have the right to access information contained in your medical record. This includes the right to know the name of the doctor who is in charge of your care and the names of all other Health System staff taking care of you.
5. You have the right to have a family member or representative and your own physician notified promptly of your admission to the hospital.
6. You have the right to receive treatment in a safe, abuse-free environment without discrimination as to race, color, religion, sex, national origin, sexual orientation or source of payment.
7. You have the right to personal privacy while in the hospital and to have all information about your illness and care treated as confidential.
8. You have the right to be free from restraints of any form that are not medically indicated.
9. You have the right to receive appropriate assessment and management of pain.
10. You have the right to agree or refuse to take part in or withdraw from any study or experiment related to your care or treatment.
11. You have the right to review your bills and have any questions about it answered.
12. You have the right to discuss your concerns or file a complaint with the hospital's Patient Representative Office regarding your experience as a patient of the Health System and to receive an answer in a timely manner. You also have the right to an internal appeal to any response that you receive and a right to file a complaint with an external agency.

Patient Responsibilities

In order to receive optimal care, you and your family are responsible for:

1. Providing accurate information about your present illness and past medical history and wishes for your medical care.
2. Following the visitation policies of the Medical Center.
3. Providing accurate information for insurance claims and working with the Health System to make payment arrangements when necessary so that others can benefit from the services provided here.
4. Following through on your agreed plan of care.
5. Considering and respecting the rights of others.
6. Being courteous.
7. Seeking clarification when necessary to fully understand your health problems and the proposed plan of care.
8. Following the rules and regulations of the Health System and of the State of Virginia which forbid:
 - a. engaging in verbal or physical abuse
 - b. using alcohol or illegal substances
 - c. carrying weapons of any kind

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Appendix C: EL Civics Health Survey

(to be administered before and at the end of each implementation of the health curriculum)

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Name _____

EL Civics Health Survey

Please answer each question as best you can. Do not use your dictionary or ask others for assistance during the survey. You do not have to answer every question.

1. If you need to see a doctor for a checkup, the *best* thing to do is:
 - a. go to the emergency room at a local hospital
 - b. make an appointment with your personal physician
 - c. go to a clinic that doesn't require an appointment
 - d. I don't know

2. If you do not have medical insurance, you can not receive medical care in Charlottesville.
 - a. True
 - b. False
 - c. I don't know

3. If you need immunization shots for you and your family, you can go to the Health Department.
 - a. True
 - b. False
 - c. I don't know

4. If your child has a fever but you don't think it is an emergency, you should:
 - a. call 9-1-1
 - b. go to the emergency room
 - c. find a doctor who will come to your house
 - d. go to a clinic that doesn't require an appointment
 - e. contact your family physician
 - f. either (d) or (e)
 - g. I don't know

5. If you need to go to a clinic or hospital that receives federal funding, you have the right to ask for an interpreter free of charge if you need one.
 - a. True
 - b. False
 - c. I don't know

6. If you have a fever, a sore throat, and ache all over, you probably have
 - a. the flu
 - b. a fever
 - c. a burn
 - d. a cold
 - e. I don't know

7. If your eyes itch for several weeks, you probably have
 - a. a cold
 - b. a cough
 - c. an allergy
 - d. a rash
 - e. I don't know

8. An **acute** condition is usually
 - a. diabetes
 - b. a broken leg
 - c. arthritis
 - d. any sickness that is slow to develop and takes a long time to cure
 - e. I don't know

9. If you want to learn about a particular illness, do you know how to find information about the illness on the internet?
 - a. Yes
 - b. No
 - c. I don't know

10. If a doctor tells you that you have an illness that requires specific treatment, do you have the right to refuse treatment or ask for a second opinion from another doctor or health care provider?
 - a. Yes
 - b. No
 - c. I don't know

11. It is important to never tell your doctor in the U.S. about ways you self-medicate or how health care is different in the U.S. from your home country.
 - a. True
 - b. False
 - c. I don't know

12. Health care systems around the world are pretty much the same.
 - a. True
 - b. False
 - c. I don't know

13. If you are seriously injured in a car accident, you should go to the emergency room.
 - a. True
 - b. False
 - c. I don't know

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