

Health Literacy: Field Trip to a Hospital or Health Care Facility Project-Based Learning Lesson



Background: Health literacy curricula often culminate with a presentation of project-based activities. Such activities provide students with concrete, meaningful experiences that promote learning. They help students acquire and act upon new health knowledge and share that knowledge with others in their family and community.

NRS Level(s): Can be adapted to be used at any level

<p>Project Title: Field Trip to a Hospital or Health Care Facility</p>	<p>Approximate Instruction Time: Dedicate an hour to kick off the activity and allow time for teams to tackle the first three or four stages of the project. Thereafter, schedule time over several weeks for team meetings and the final report-out. The students also will complete assigned independent work on their own time.</p>
<p>Instructional Objective <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i> At the conclusion of this project, students will be able to:</p> <ul style="list-style-type: none"> • Process and analyze information to identify health information and services. • Communicate with doctors, nurses, and other health professionals. • Navigate the health care system to locate specific services within a local hospital. • Share what they have learned with others in their community. 	<p>Learning Target Statements <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the project)</i> for learners' exit tickets, learning logs, or reflection:</p> <p>Content objectives:</p> <ul style="list-style-type: none"> • I can find specific services at a local hospital/health care facility. • I can analyze information about a hospital or health care facility. <p>Language objectives:</p> <ul style="list-style-type: none"> • I can talk about my experiences with hospitals or other health care facilities. • I can communicate with doctors, nurses, and other health care workers during a visit. • I can collaborate with others to complete a project about our health care visit. • I can present the results of my health care visit to an audience. • I can adapt the language I use to match my audience.

<p>ELA/Mathematics/ELP Standard(s) Addressed:</p>	<p>Main Standards Addressed:</p> <p>CCR Levels C and D:</p> <p>S/L1: Engage in collaborative discussions. S/L2: Integrate and evaluate information presented in diverse media and formats. S/L4: Present information using supporting evidence. W7: Conduct short research projects. W8: Gather relevant information from print and digital sources. R1: Read closely and cite evidence to support analysis of text.</p> <p>ELPS Levels 4 and 5:</p> <p>ELPS 1: Cite specific evidence in the text to support analysis. ELPS 2: Participate in extended discussions. Express self clearly and persuasively. ELPS 3: Speak and write about text. ELPS 5: Carry out both short and sustained research projects. ELPS 7: Adapt language to audience, purpose, and task. ELPS 9: Create clear and coherent speech and writing.</p>	
<p>Central Skills Taught:</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adaptability and Willingness to Learn <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Interpersonal Skills <input checked="" type="checkbox"/> Navigating Systems 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Processing and Analyzing Information <input checked="" type="checkbox"/> Respecting Differences and Diversity <input checked="" type="checkbox"/> Self-Awareness



<p>Language Demands: (Include academic language, language skills, etc.)</p>	<p>Since this project is a follow-up to a field trip, attention to the simple past is key (<i>When we <u>saw</u> that department, I <u>didn't understand</u> what the nurse <u>said</u> about ... <u>Did you take any notes about the emergency room process?</u> I <u>don't remember</u> what the doctor <u>said</u> about ... <u>When I asked</u> the nurse, she <u>told me</u> ...</i>)</p> <p>When talking with health care professionals and each other and also when reading and gathering additional information for the project, students may need vocabulary support and guidance in discerning reliable and useful information and in understanding the specific vocabulary related to hospitals, health care workers, and health care facilities. Examples might include <i>department, wing, ward, ER, intake, lab, visiting hours, ICU, etc.</i>, as well as medical terminology (<i>cardiology, pediatrics, neurology, radiology ...</i>).</p> <p>Academic discourse is required while teams coordinate, collaborate, and problem solve to complete and share their final products. For example, expressing the sequence of the process:</p> <ul style="list-style-type: none"> • While ____ researches ____ I'll ____. • The next step will be to ... but after we had better ... • At first, we all ... but eventually we ... <p>Sentence frames for requesting support during the process may also be helpful:</p> <ul style="list-style-type: none"> • I'm unsure how to ... • I'm struggling with ... Can you help me? • This is new to me. Could you explain how I ...? 		
<p>Assessing Mastery of the Objective(s) and Central Skills: (Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the project.)</p>	<p>Proof of Learning:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Via observation of a team task (e.g., discussion, work on project) <input type="checkbox"/> Via team self-assessment <input type="checkbox"/> Via individual self-assessment <input checked="" type="checkbox"/> Via team product <input type="checkbox"/> Via individual product <input type="checkbox"/> Other _____ 	<p>Proof of Learning Tools:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> Quiz <input checked="" type="checkbox"/> Other <u>Feedback form</u> 	<p>Ongoing Formative Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) <input type="checkbox"/> Peer-to-peer quizzing <input type="checkbox"/> Exit/admit tickets <input type="checkbox"/> KWL charts <input checked="" type="checkbox"/> Other <u>Engagement with own health</u>



<p>Adaptations and/or Accommodations:</p> <p><i>(How will you increase access to the content of the project? Identify differentiation strategies.)</i></p>	<p>For lower level learners, use visuals, interactive word practice, and conversation tasks to introduce and practice vocabulary and ideas related to hospitals, health care, and the specific facility to be visited.</p> <p>Also limit the options for the project to a reasonable choice, perhaps a poster or PowerPoint with a brief presentation. Scaffold intensely by providing a limited number of sources for the research and limiting the scope of the project and showcase. Assist groups in assigning each other more concrete roles, using a graphic organizer or other checklist, and assist with scheduling tasks to accomplish the work at a slower, more supported pace. Create regular “checkpoints” for each group to offer guidance and support.</p>		
<p>Working collaboratively, the class chooses a topic based on a real-world issue affecting the learners’ lives.</p>	<p>Students sometimes need to seek services at the local hospital, whether it be a planned procedure or emergency assistance. The hospital can be an overwhelming place, especially when there is a serious health concern. Also, some students have had a bad experience at a hospital or simply do not trust health professionals. Planning a site visit to a local hospital and reporting back to others in the class or program makes for an excellent health literacy unit and can raise and address concerns many students may have.</p> <p>The students determine their line of inquiry.</p> <ul style="list-style-type: none"> • What might be some obstacles to receiving high-quality, equitable health care? • What are some concrete actions the students can take to access health care services, have voice in their own health care, and see themselves as members of their own health care teams? 	<p>CENTRAL SKILLS</p>	<p>MATERIALS</p>
		<ul style="list-style-type: none"> • Processing and analyzing information 	



<p>Learners decide what they would like to create as a final product.</p>	<p>The students determine the most suitable products.</p> <ul style="list-style-type: none"> • Teams first generate lists of possible products to develop to share what they learn with others (using a fact sheet, poster, PowerPoint presentation, or short video). Or the teacher can share a list of possible final products that the students then choose from. • Options are posted around the room on cards, and the students walk to the options that most appeal to them. Teams will present what they learned and their final product during a culminating class session that may include only classmates or be open to others in the program. 	<ul style="list-style-type: none"> • Processing and analyzing information 	<ul style="list-style-type: none"> • Notecards • Tape or thumb tacks
<p>Learners choose their roles and responsibilities for completing their project.</p>	<p>The teacher uses a simple interest/skills survey to determine team roles. Items might include the following:</p> <p>I am comfortable with ...</p> <ul style="list-style-type: none"> • finding information online • creative design • writing • inviting speakers to class • contacting people in the community • creating movies with my phone 	<ul style="list-style-type: none"> • Adaptability and willingness to learn • Self-awareness 	



<p>Learners determine the necessary resources for their project.</p>	<p>Initial review of possible sources of information.</p> <p>The students can share any past experiences they have had with the hospital, who was helpful to them, and what was difficult. Another source of information is the hospital’s website. Or consider possible guest speakers. The teacher might want to reach out to see if the hospital has a consumer health librarian or a community benefits officer willing be a guest speaker or lead a tour of the hospital.</p> <p>Brainstorm questions to ask a guest speaker (if one has been invited).</p> <p>Brainstorm questions to ask when students visit the hospital. https://www.ahrq.gov/patients-consumers/patient-involvement/index.html</p> <p>What questions do the students want to add?</p> <p>Questions to ask your doctor</p> <p>The students can get more involved in their health care by asking questions before, during, and after the provision of health care. https://www.ahrq.gov/patients-consumers/patient-involvement/index.html</p> <p>Patient and clinical videos</p> <p>The students can watch short videos of patients talking about how simple questions helped them take better care of themselves, feel better, and get the right care at the right time. https://www.ahrq.gov/patients-consumers/patient-involvement/ask-your-doctor/videos/index.html</p> <p>Tips and tools</p> <p>This website offers 20 tips to help patients get safer care and prevent medical errors: https://www.ahrq.gov/patients-consumers/care-planning/errors/20tips/index.html</p>	<ul style="list-style-type: none"> • Adaptability and willingness to learn • Navigating systems 	<ul style="list-style-type: none"> • Laptops or Chromebooks • Web access • Paper • Pencils
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<p>Learners determine the necessary resources for their project (continued)</p>	<p>This website describes how to be more involved in your health care and suggests questions to ask before, during, and after an appointment: https://www.ahrq.gov/patients-consumers/patient-involvement/ask-your-doctor/tips-and-tools/beinvolved.html.</p> <p>This website has an easy-to-read glossary to help patients understand health care terms: https://www.ahrq.gov/patients-consumers/patient-involvement/ask-your-doctor/tips-and-tools/glossary.html</p>		
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<p>Groups carry out assigned work. Peers provide feedback. The instructor asks guiding questions.</p>	<p>The students are involved in introducing project activities or events.</p> <ul style="list-style-type: none"> • The teacher invites a guest speaker, and the students lead and host the event and invite other classes. They prepare remarks to introduce the speaker as well as questions to ask the speaker. • The students make a site visit. They prepare questions to ask and role-play the questions ahead of time. • The students take photos of public places at the hospital (they should avoid taking photos of people other than themselves) to include in final products. They practice creating screenshots of online resources that could also be included. Following a tour of the hospital or in place of a tour, the students break up into groups of three and choose three locations within the hospital to go to (the cafeteria, the pharmacy, mammography services, etc.). The groups then report back on how easy or hard it was to find these locations. • The students interview each other upon return from the hospital site visit about their experiences. The students then ask questions based on their concerns or needs: <ul style="list-style-type: none"> – What are seeming obstacles to receiving high-quality, equitable health care? – How easy or difficult was it to find your way around and why? Were signs easy to follow? – To what extent does the hospital have inclusive practices (e.g., offer interpreter services, have signs in languages other than English)? – How welcomed did you feel at the hospital? What contributed, positively or negatively, to your feeling the way you did? 	<ul style="list-style-type: none"> • Adaptability and willingness to learn • Communication • Interpersonal skills • Navigating systems • Problem solving • Processing and analyzing information • Respecting differences and diversity 	<ul style="list-style-type: none"> • Varies by project
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<p>Groups carry out assigned work (continued)</p>	<p>The teacher provides supports such as the following:</p> <ul style="list-style-type: none"> • In-class lessons on the appropriate register for calling or e-mailing a teacher or school principal to request a meeting or to organize a school visit. • Practice accessing and deciphering an online portal with student grades. • Preparation for a visit by developing questions to ask the guest as well as exploring concerns the students want to share; provision of listening tasks at time of the visit (this could be a bilingual exercise depending on the students' language backgrounds). 		
<p>Teams create the final product, copyedit, and finalize for publication and presentation.</p>	<p>Possible final products:</p> <ul style="list-style-type: none"> • Booklet that includes a list of services provided at the hospital and a map for where to find those services • Poster about asking questions before, during, and after any health care appointment, along with possible questions to ask during the appointment • Video showcasing students who have used hospital services, the positive experiences they had, and whom and what they found most helpful • Calendar of events that are offered by the hospital and open to the public (e.g., community health fairs, yoga classes, and free cancer screening events) • PowerPoint presentation on the students' experiences and best ways to overcome obstacles 	<ul style="list-style-type: none"> • Adaptability and willingness to learn • Communication • Navigating systems • Problem solving • Processing and analyzing information 	<ul style="list-style-type: none"> • Varies by project



<p>Teams share the final products.</p>	<p>Possible audiences: other students, teachers, administrators, family members, and health professionals</p> <ul style="list-style-type: none"> • Host an event to share the final products and invite other classes, teachers, administrators, and family members. • Ask health professionals from the hospital to also come to the event. 	<ul style="list-style-type: none"> • Communication • Interpersonal skills 							
<p>The project ends with self-assessment and assessment by one's peers.</p>	<p>Ultimately, success is measured by changes in the participation of the students in their own health care.</p> <p>Create an action plan based on what the students learned. Commit to two avenues they will explore to become more engaged in their own health care.</p> <p>Provide audience members with a feedback form. Collect and share the forms with the student presenters.</p> <table border="1" data-bbox="617 716 1341 1055"> <tr> <td data-bbox="617 716 1062 813">What did you learn from the student presenters?</td> <td data-bbox="1062 716 1341 813"></td> </tr> <tr> <td data-bbox="617 813 1062 902">What questions do you still have for the presenters?</td> <td data-bbox="1062 813 1341 902"></td> </tr> <tr> <td data-bbox="617 902 1062 1055">What could you do to become more engaged in your own health care based on what you learned?</td> <td data-bbox="1062 902 1341 1055"></td> </tr> </table>	What did you learn from the student presenters?		What questions do you still have for the presenters?		What could you do to become more engaged in your own health care based on what you learned?		<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> • Feedback form
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The format of this task is adapted from Maximizing the benefits of project work in foreign language classrooms, by B. Alan and F. Stoller, 2005, *English Teaching Forum*, 43(4), 10–21; *Teaching adult English language learners: A practical introduction*, by B. Parrish, 2019, Cambridge University Press, Cambridge, England; Knowledge in action: The promise of project-based learning, by H. Wrigley, December 1998, *Focus on Basics*, 2(D), 13–18.

