

# A framework for converting ESL learner stories into health literacy curricula



SAN FRANCISCO  
STATE UNIVERSITY

Maricel G. Santos, Ed.D., *San Francisco State University*  
Margaret A. Handley, Ph.D., *University of California, San Francisco*  
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## RATIONALE

### Anthropologist Charles L. Briggs

“Why not include people who are ‘experts’ in reading how information is interpellated within their own communities? In doing so, we might learn a lot more about the full range of publics that emerge as discourse about health circulates. Nevertheless, inviting popular participation in shaping how health-related public discourse is disseminated should form part of efforts to break the hold of hegemonic models and practices—not to make them more effective” (2003, p. 313, emphasis added).



### Under-explored dimensions of health literacy as a social achievement

- *Not only an individual's mastery of functional reading/writing skills, but also:*
- A dynamic, highly-contextualized process
- Social achievement
- Social action, community empowerment
- Multilingual, multimodal competence
- Translingual, transnational phenomenon

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## COMPONENTS OF AN INTERDISCIPLINARY FRAMEWORK

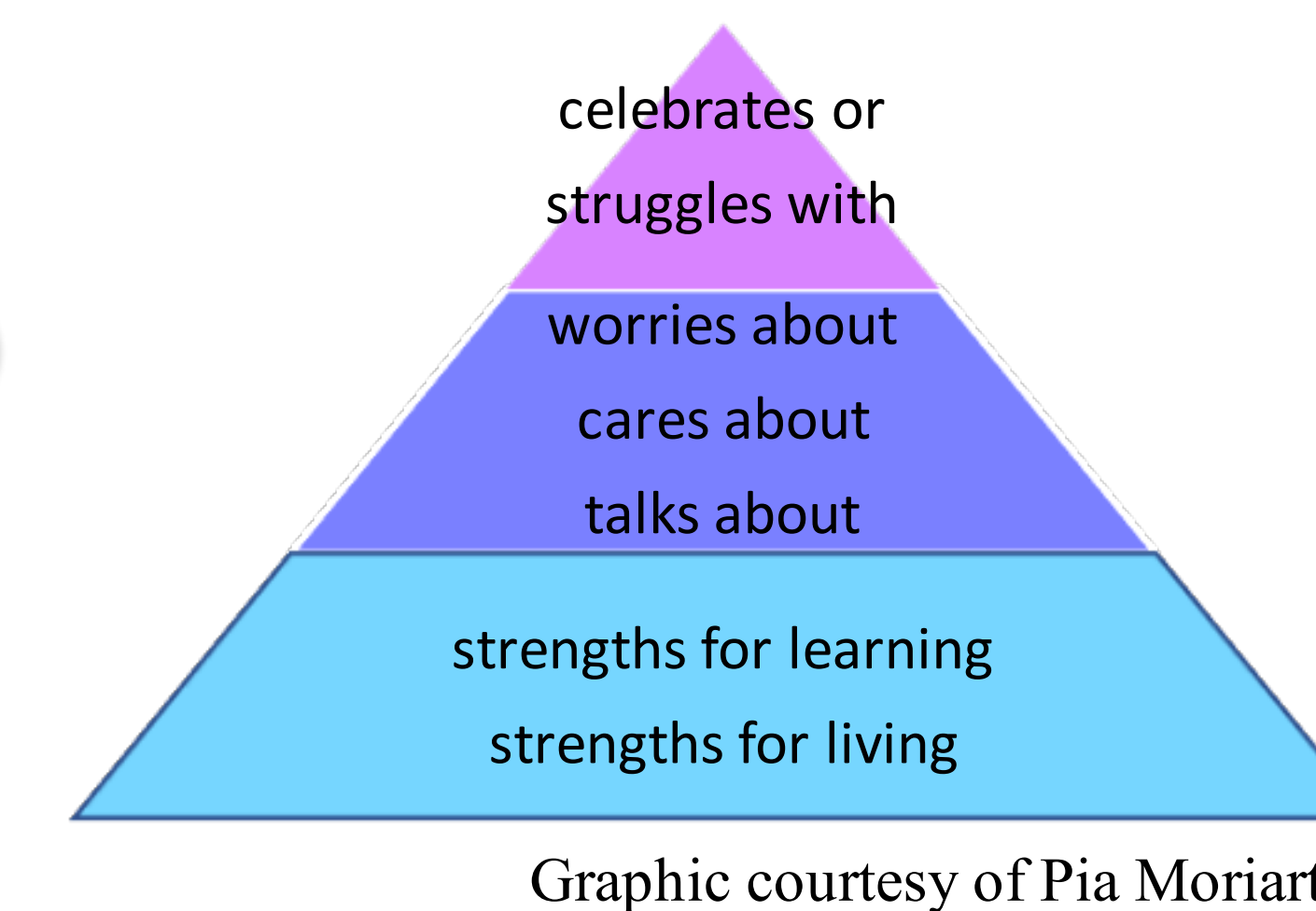
### PRINCIPLES OF LEARNER-CENTERED PEDAGOGY (Weinstein, 1999)

1. Require ongoing inquiry
2. Build on what learners know, honor language and culture, connect past and present
3. Balance skills and structures with meaning-making and knowledge creation
4. Strive for authenticity
5. Entail shared responsibility for learning among students and teachers
6. Build communities of learners and practitioners

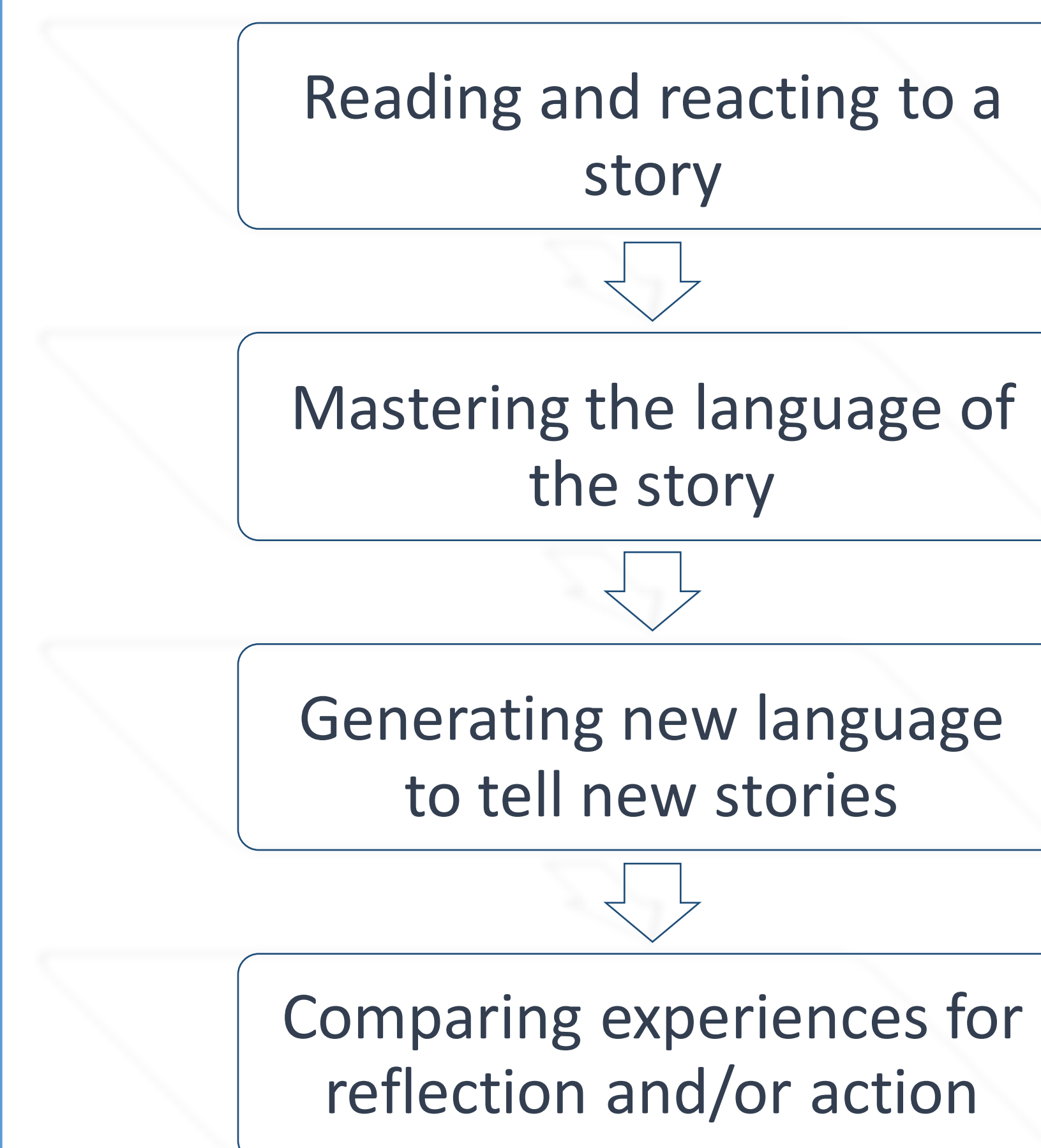
### HABITS OF PATIENT-CENTERED CARE (Matthias, Salyers, & Frankels, 2013)

- **Habit 1: Invest in the beginning**
- **Habit 2: Elicit the patient's perspective**
- **Habit 3: Demonstrate empathy**
- **Habit 4: Invest in the end**

What does this learner (patient) need from this lesson (meeting) today?



### Anatomy of a Learner-Centered Lesson Plan



Contact: Maricel G. Santos, mgsantos@sfsu.edu

## “A Story about Claypots”



Quando yo estoy platicando con mi esposo, digo que sabes que “no le des comida de esta olla al niño, porque, le hace daño”, y el dice “¿que daño? Todo nosotros crecemos comiendo en casuela de barro.”



...When I talk to my husband, I tell him, “don't give our children food prepared in clay pots, it will harm them” and he says, “what harm? We all grew up eating from clay pots.”

### ESL Themes

- **Warm-up:** What is a poison? Is this a household poison? Is it a poison you can see or is it unseen?
- **Vocabulary:** lead, paint chips, screening, poison, contamination, pipes
- **Role plays:** “How do I get my child tested?”, “How do I call for information? “Does this store sell lead-free candy?” “How do I get other health tests?”
- **Sharing stories** about poisons they have encountered

### Public Health Impact

- **Redefining** lead as a ‘household’ poison and an ‘unseen’ poison is concrete and may have more meaning than does ‘environmental contaminant’
- **Linking** lead to household poisons reduces belief that culture is criticized when lead is also in food.
- **Improving** self-efficacy may result in preventive behavior in other areas (e.g., calling for a mammogram)
- **Discussing** culture and foods as a group enables positive shared aspects to outweigh contamination concerns and may help create an advocacy identity