



Educator Guide

Including Healthy Lifestyles, Cervical Health, and Breast Health Activities

Version 1.0

Last Updated 12/29/2016 by the





Educator Guide

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Your Goals and Tools

There are five See, Test & Treat education program goals:

- Increase the level of health literacy in Patients.
- Increase their adoption of potentially life-saving habits.
- Build Patient trust in the health care team.
- Build Patient know-how for accessing health care and health insurance.
- Measure Patient knowledge gain.

To help you reach these goals, your See, Test & Treat Education Toolkit includes four tools that support Healthy Lifestyles, Cervical Health, and Breast Health content delivery:

Tool	How to Use It
1. Patient Activity Guide	<p>The printed Patient Activity Guide should be given to all Patients. Its purpose is to:</p> <ul style="list-style-type: none"> • Orient the Patient to content that will be covered during the educational sessions. • Provide a conversation starter for See, Test & Treat Volunteers who will be interacting with Patients. • Serve as a take-away to remind Patients of important content and to share with others who may be interested in the program.
2. Educator Guide	<p>This guide includes:</p> <ul style="list-style-type: none"> • an education agenda. • instructions for setting up education stations. • required content to prepare for. • required Patient education activities.
3. Educator PowerPoint Presentation	<p>Suggested PowerPoint slides with visuals and talking points are provided for you to use and add to.</p>

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Tool	How to Use It
<p>4. Patient Knowledge Check and Program Evaluation</p>	<p>The Knowledge Check can be used as a pre-test to help your team gauge what Patients already know, as well as what they need and want to learn AND/OR as a post-session check to show evidence of what was learned. <i>Knowledge Checks should be read to participants by See, Test & Treat Volunteers as a conversation, not a “test”.</i></p> <p>The Program Evaluation is a way to gather feedback from the Patients and families and improve future education sessions. This should be completed with help from Volunteers before they leave your event.</p>

See, Test, & Treat Patient Education FAQs

Who leads the education activities?	
<p>Team Lead for Patient Education and Volunteers</p>	<p>Each site should appoint a Team Lead for Patient Education. This person will coordinate all Patient Education Volunteers, including 'Greeters, Interpreters, and Volunteers for the “Ask a Doc” Education Station, “Health Care Navigator” Station, and the “Make a Healthy Change” Education Station.</p> <p>Before the event, gather your team to discuss how your site will provide an education experience according to Patients’ needs, values, and cultures:</p> <ol style="list-style-type: none"> 1. <i>What will our effort toward “increased health literacy in Patients” look like at our See, Test & Treat site?</i> 2. <i>What will our effort toward “adoption of potentially life-saving habits by Patients” look like at our See, Test & Treat site?</i> 3. <i>How will we build Patient trust?</i> <ol style="list-style-type: none"> a. <i>How will we demonstrate cultural competence?</i> b. <i>How will we address any embarrassment over receiving breast and cervical care and/or related stigma of disease diagnosis?</i> 4. <i>How will we build Patient know-how for accessing health care and health insurance?</i> <ol style="list-style-type: none"> a. <i>What is our team’s current understanding regarding Patients’ barriers to care and how will we address them in our conversations with Patients?</i> 5. <i>How will we measure Patient knowledge gain?</i> 6. <i>How can we help make the day a great experience for everyone?</i>

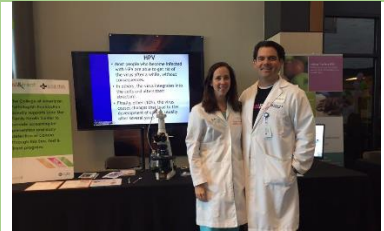
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When and where do the education activities happen?

1. Greeters welcome Patients and provide agenda and have an initial conversation about their goals using the Patient Activity Guide, with appropriate Medical Interpreters assigned.



2. Patients visit “Ask a Doc” Education Station to learn about cervical and breast health through the activities later described in this guide.



3. Patients visit the Health Fair.



4. Patients visit a “Health Care Navigator” Station for information regarding available health insurance.



5. Patients visit “Make a Healthy Change” Education Station and discuss healthy lifestyles, barriers to care, and healthy behavior goal setting through the activities later described in this guide.



6. Patients return to Volunteers at registration table to complete Knowledge Check, Satisfaction Evaluation, and receive vouchers for visiting education stations.



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Education Room and Table Setup



Tables in green below are required elements in your education room.

Create a room sketch to serve as a "Patient journey map" and plan for each Patient touchpoint of your See, Test, & Treat education experience.

Make space around each table for groups of 4-6 people to stand or sit. Empower Patients to ask questions and engage in hands-on demonstrations.

Patient Registration and Checkout Table

This table is staffed with Greeters and Interpreters.

It is ideally both the entry and exit area where Patients are:

1. Greeted, given the Patient Activity Guide and any other materials, and assigned an Interpreter as needed.
2. Thanked for attending and asked to complete the Patient Program Satisfaction Evaluation.
3. Provided giveaways.

"Ask a Doc"

Education Station:

This table is staffed with a Physician.

Patients learn about and discuss cervical and breast health through the activities later described in this guide.

"Make a Healthy Change"

Education Station:

This table is staffed with a Physician or another qualified Patient Educator.

Patients learn about and discuss healthy lifestyles, barriers to care, and healthy behavior goal setting through the activities later described in this guide.

Health Fair
table of
your
choice

Health Fair
table of
your
choice

Health Fair
table of
your
choice

Health Fair
table of
your
choice





"Health Care Navigator" Station

This table is staffed with Volunteers who can provide Patients with information about available health insurance.

Educator Guide

Education Agenda within the Patient Activity Guide

Visit each education area, participate, and check off when done!

See, Test & Treat Education Activities	Completed?
Visit "Ask A Doc" Education Station 	
Visit the Health Fair 	
Visit a Health Insurance Navigator 	
Visit "Make a Heathy Change" Education Station 	



Patients will be concerned about being called for their results – consider this as you plan your space and schedule.

You may want to move your final education sessions of the day near (or in) the results waiting area.

What materials do we need for the education activities?

Required Materials:

Registration and Checkout Table	<ul style="list-style-type: none"> • Copies of the See, Test and Treat Patient Activity Guide for each Patient • Copies of the Patient Knowledge Check and Program Evaluation for each Patient 	
“Ask a Doc” Education Station for teaching cervical and breast health	<ul style="list-style-type: none"> • Dual binocular microscope or microscope attached to display screen. • Sample breast and cervical biopsy slides (to compare healthy and unhealthy cells) • Markers and pens 	
	<i>Cervical Health-specific Materials</i> <ul style="list-style-type: none"> • Sample cervical biopsy slides (to compare healthy and unhealthy cells) • Cervical exam teaching models • Anatomy of the uterus and cancerous cervix illustrations • Copies of the Cervical Health Fact Challenge 	<i>Breast Health-specific Materials</i> <ul style="list-style-type: none"> • Sample breast biopsy slides (to compare healthy and unhealthy cells) • Breast exam teaching models • “Cross section through the breast” diagram and radiology images of a mammogram • Copies of “Breast Cancer Warning Signs”
“Health Care Navigator” Station	<ul style="list-style-type: none"> • Copies of all materials required for Health Care Navigators to assist with signing up for insurance, accessing future services, answering further Patient questions, etc. • A map of the surrounding health care facility to point out where related services are available to the Patient. 	
“Make a Healthy Change” Station for teaching healthy lifestyles	<ul style="list-style-type: none"> • Copies of “Barriers to Care” Conversation Starters • Copies of the “I Will Make a Healthy Change” checklist • Colorful index cards and colorful pens for Patients and family members to write additional statements for a healthy change. • Copies of “Get to Know Your Health Care Team” 	

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Optional Materials	
Computer with projector to show Educator PowerPoint slides.	Presentation slides are provided to be used as-is and added to if a projector is available at your facility.
Laptops or tablets to serve as kiosks featuring educational videos, such as:	<ul style="list-style-type: none"> ○ The Special Collection from the National Institute for Literacy: What A Friend Can Do For You "Photonovel" about breast exams ○ The National Cancer Institute (NCI) Cervical Cancer: Did You Know? https://www.youtube.com/watch?v=Cts3nGux91k&feature=youtu.be ○ The Foundation for Women's Cancer: What Every Woman Should Know: Cervical Cancer (English) What Every Woman Should Know: Cervical Cancer (Spanish) ○ The American Cancer Society's library: http://www.cancer.org/healthy/toolsandcalculators/videos/index

Educator Guide

Making the Connection: The Role of a See, Test & Treat Educator

As a See, Test, & Treat Patient Educator, you have a short time to make a connection and inspire lasting behavioral changes that impact health.



Be sure to reference the printed Patient Activity Guide as a conversation starter. Leverage the curiosity of each Patient!

Your See, Test & Treat team must be prepared to provide support for emotional responses. This means listening carefully to Patients and helping them overcome any fear regarding:

1. Receiving care,
2. Diagnosis and possible illness or death,
3. What any treatment will entail, and
4. Shared decision making and the choices they will have in their care plan.

Be a listener, an asker of questions, and a coach.

Success Factors for See, Test & Treat Educators

Give information through a shared dialogue, not a lecture.	Use open and accessible body language and facial expressions to welcome them into your teaching space.
Use the Patient activity guide to find out what Patients already know and connect to what they do not yet know.	Empower Patients to ask questions and engage in hands-on demonstrations.
Have fun with your Patients during talks and demonstrations.	
Say thank you to each person for coming! Don't forget to compliment the family members for their support, too.	

Additional Patient education suggestions from Penn State's Milton S. Hershey Medical Center:

- Be realistic.
 - Focus on what your Patient needs and wants to know, not on what is nice to know.
- Pay attention to the Patient's concerns.
 - The person may have to overcome a fear before being open to teaching.
- Respect the Patient's limits.
 - Offer the Patient only the amount of information they can handle at one time.
- Be aware that you may need to adjust your education plan based on the Patient's health status and environmental factors.



Use plain, simple language in all communications and non-clinical terms whenever possible!

Overview of Required See, Test & Treat Education Activities

The following pages contain activities representing some best practices for Patient education in healthy lifestyles, cervical health, and breast health.

Education Activity Duration

Plan for 10-20 minutes with each small group.

Group Size

The ideal group size is to gather 4-6 people to visit your instructional area, but you can adjust for 1-on-1 conversations as well as large groups.

Patient Learning Objectives

Patients will leave the See, Test and Treat program being able to:

1. Describe healthy lifestyle choices that promote breast and cervical health, including screening and early detection through mammograms, Pap tests, and well woman visits.
2. Understand and discuss what cervical and breast cancers are.
3. Describe the roles of your Doctors and Nurses in helping you stay healthy.
4. Identify warning signs of cervical and breast cancer.




This is a conversation.

Your goal is to have a two-way dialogue (not a lecture) with Patients.

Be sure to notice what Patients seem most interested in.

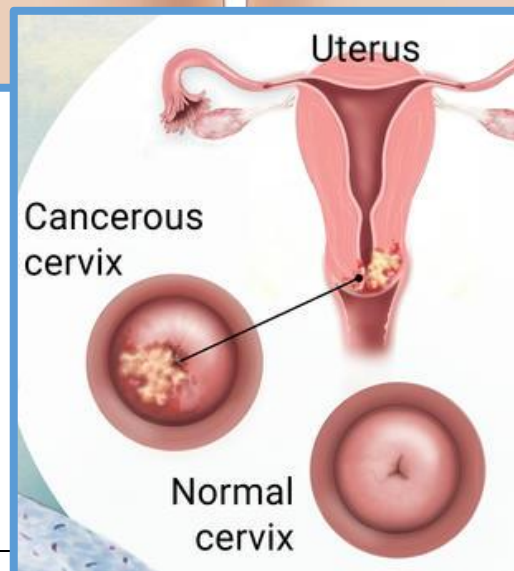
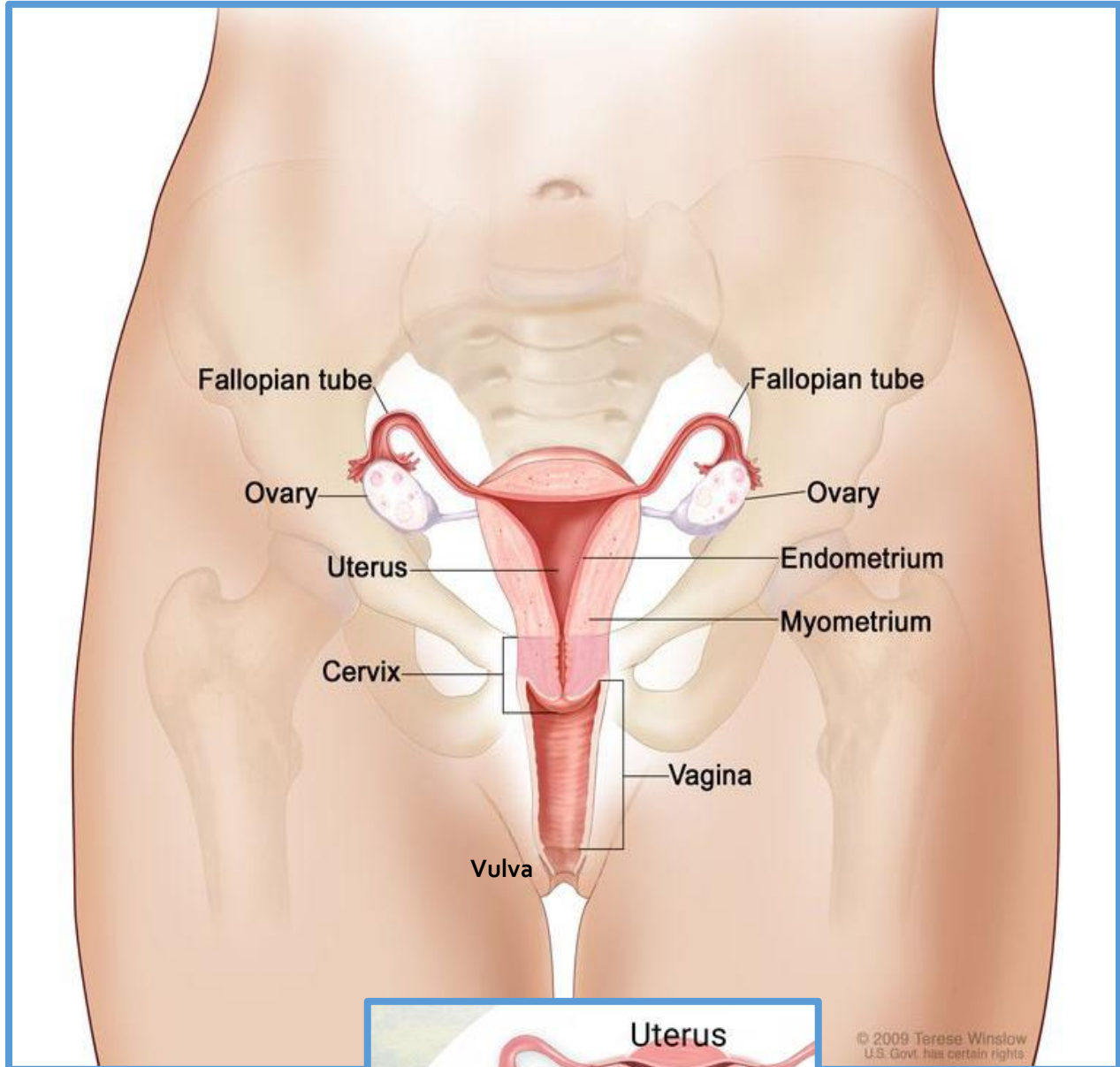
Investing just a few minutes in finding out what their interests are will make your education far more efficient and effective, and therefore more likely to result in meeting the dual goals of increased health literacy and the adoption of potentially life-saving habits.

“Ask a Doc” Cervical Health Education Activities


Cervical Health Activity 1:	
<p>Learning Objective</p>	<p><i>Patients will be able to discuss what cervical cancer is and how it is identified.</i></p> 
<p>Key Points to Make</p>	<ul style="list-style-type: none"> • Cancer is a growth of cells within the body. • Cancer can occur at all ages. • A tumor is cancerous if the cells invade into surrounding normal tissue. • Cervical cancer starts when cells within the cervix grow out of control. • Early detection through Pap tests saves lives. • Remind Patients of essential, regularly scheduled care: <ul style="list-style-type: none"> • Women aged 21–29 years should have a Pap test alone every 3 years. • Women aged 30–65 years should have a Pap test and an HPV test (co-testing) every 5 years. It is acceptable to have a Pap test alone every 3 years.
<p>Required Materials</p>	<ol style="list-style-type: none"> 1. Dual binocular microscope or microscope attached to display screen. 2. Cervical biopsy pathology slides to show what healthy vs unhealthy cells look like. 3. Anatomy of the uterus diagram and cancerous cervix illustration (next page). 4. Cervical exam teaching models.

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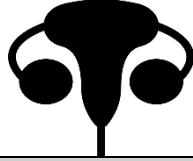
Anatomy of the uterus and cancerous cervix illustrations



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Cervical Health Activity 2:	
<p>Learning Objective</p>	<p><i>Patients will be able to describe how most cervical cancer is caused by HPV and correctly identify myths and facts about HPV and cervical cancer.</i></p> 
<p>Key Points to Make</p>	<ul style="list-style-type: none"> ● Definitions of key terms related to cervical health. ● Getting the HPV test along with a Pap increases the ability to identify individuals at risk to nearly 100 percent when given routinely to women age 30+. ● Women with early cervical cancers and pre-cancers usually do not have symptoms. ● Warning signs of advanced cervical cancer. ● What HPV is and how it is spread. State: <ul style="list-style-type: none"> ○ HPV is spread from one person to another by skin-to-skin contact in the genital area. ○ HPV can be spread by vaginal, anal, and possibly oral sex. ○ HPV can be spread even if there is no intercourse. ● Discuss these facts to reduce the stigma of HPV. Please discuss: <ul style="list-style-type: none"> ○ Most adults have HPV at some time during their lives. ○ Finding out you have HPV can be disturbing. HPV is not a sign that you or your partner were unfaithful. ○ HPV usually doesn't cause symptoms and usually goes away on its own but women must be screened and monitored in case it does not. ○ Getting the HPV test along with a Pap increases the ability to identify individuals at risk to nearly 100 percent when given routinely to women age 30+.
<p>Required Materials</p>	<ol style="list-style-type: none"> 1. Copies of the “Cervical Health Fact Challenge” on the next page to be discussed with the Doctor. 2. Markers or pens for the Patients to complete the Cervical Health Fact Challenge with the Doctor or a Volunteer.

Cervical Health Fact Challenge



Read each statement below with a Volunteer and answer True or False.	True or False?
1. Cervical cancer can be prevented.	
2. The best way to detect cervical cancer is through regular well woman screenings, including Pap and HPV tests.	
3. Cervical cancer starts when cells within the cervix grow out of control.	
4. The most common cause of cervical cancer is HPV.	
5. HPV is spread through sexual contact.	
6. HPV is the same as HIV.	
7. Both males and females can get and give one another HPV.	
8. Only women who have many sexual partners or whose partners are unfaithful need to be tested for HPV.	
9. There is an HPV vaccine that is effective for teens and young adults.	
10. Women with early cervical cancers and pre-cancers always have symptoms.	
11. Symptoms begin when cervical cancer grows into nearby tissue and may include: <ul style="list-style-type: none"> • Abnormal bleeding • Pelvic pain not related to your menstrual cycle • Heavy or unusual discharge that may be watery, thick, and possibly have a bad odor • Increased urinary frequency • Pain during urination or difficulty urinating 	

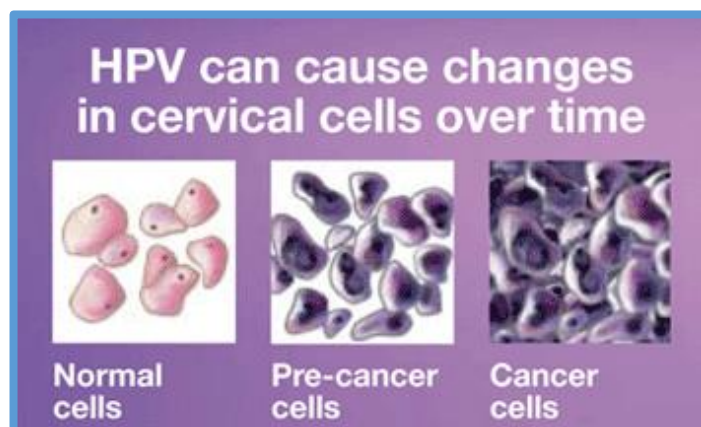
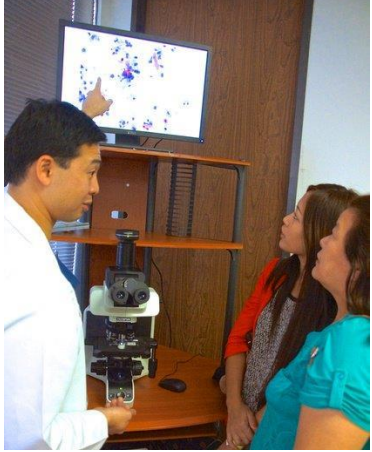


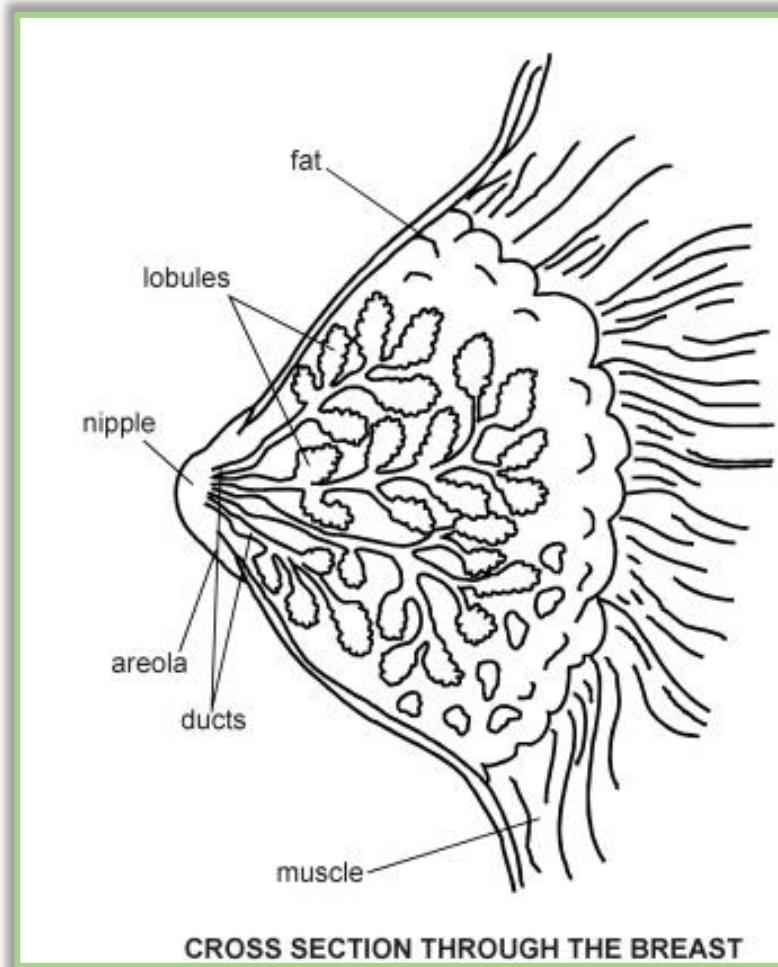
Image source: cdc.gov

“Ask a Doc” Breast Health Education Activities

Breast Health Activity 1:	
<p>Learning Objective</p>	<p><i>Patients will be able to discuss what breast cancer is and how it is identified.</i></p> 
<p>Key Points to Make</p>	<ul style="list-style-type: none"> • Cancer is a growth of cells within the body. • Cancer can occur at all ages. • A tumor is cancerous if the cells invade into surrounding normal tissue. • Breast cancer starts when cells within the breast grow out of control. • Early detection of cancer through mammograms can save lives • Remind Patients of essential, regularly scheduled care: <ul style="list-style-type: none"> • Women aged 29–39 years should have a clinical breast exam every 1–3 years. • Women aged 40 years and older should have a mammogram every year.
<p>Required Materials</p>	<ol style="list-style-type: none"> 1. Dual binocular microscope or microscope attached to display screen. 2. Breast biopsy pathology slides to show what healthy vs unhealthy cells look like. 3. “Cross section through the breast” diagram (next page). 4. Radiology images of a mammogram (you may use the images suggested on next page or one of your own).

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“Cross section through the breast” diagram and radiology images of a mammogram



**Normal
mammogram**




**Benign cyst
(not cancer)**



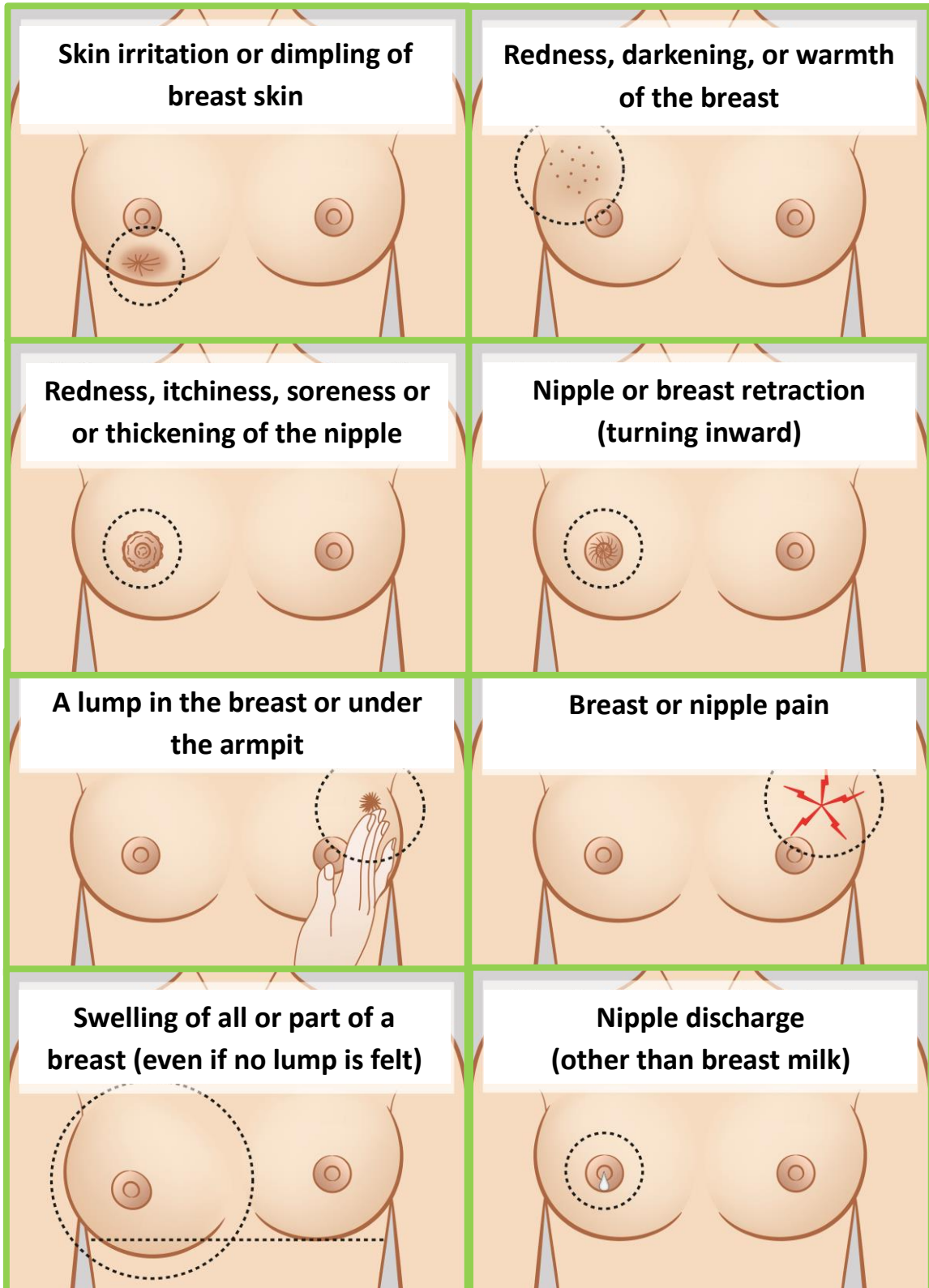
Cancer

Image source: <http://Patient.info/diagram/breast-diagram>


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Breast Health Activity 2:	
<p>Learning Objective</p>	<p><i>Patients will be able to describe and identify warning signs of breast cancer, as well as perform a breast self-check on anatomical models.</i></p> 
<p>Key Points to Make</p>	<ul style="list-style-type: none"> • There are warning signs of breast cancer. • Finding cancer early can make treatment more successful. • How to do a breast self-exam and how often. • Notice the difference between healthy and unhealthy breasts.
<p>Required Materials</p>	<ol style="list-style-type: none"> 1. Copies of “Breast Cancer Warning Signs” (next page) 2. Female breast exam teaching models (healthy breast and unhealthy breast)

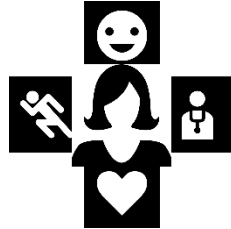
Breast Cancer Warning Signs



“Make a Healthy Change” Healthy Lifestyles Activities

Healthy Lifestyles Activity 1		
<p>Learning Objective</p>	<p><i>Patients will be able to describe behaviors and lifestyle choices that promote health, including screening and early detection through well woman visits.</i></p>	
<p>Key Points to Make</p>	<ul style="list-style-type: none"> • Teach self-care as a concept and how it is an essential part of her healthcare. • Talk about how there are choices we can make every day to be healthy . • Create a Patient Success Statement - use the Make One Change checklist on the next page as a conversation starter. 	
<p>Required Materials</p>	<ol style="list-style-type: none"> 1. Provide Copies of the “I Will Make a Healthy Change” checklist (next page) for Patient use. 2. Provide colorful index cards and colorful pens for Patients and family members to write additional statements for a healthy change. 	

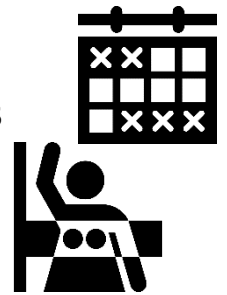
I Will Make a Healthy Change!



I will:

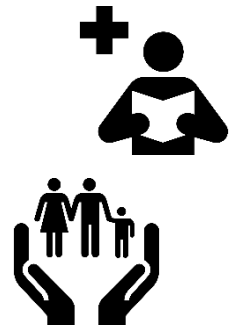
Get Regularly Scheduled Pap Tests and Mammograms

- Pap tests and mammograms can help find cancer early, when it's most treatable!



Get Health Insurance

- Programs are available to help you get ongoing care.




Maintain a Healthy Lifestyle

- Choose Healthy Foods
- Maintain a Healthy Weight
- Be Physically Active
- Avoid Too Much Alcohol
- Quit Smoking



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Healthy Lifestyles Activity 2	
Learning Objective	<p><i>Patients will discuss barriers to receiving health care and to implementing healthy lifestyle habits.</i></p> 
Key Points to Make	<ul style="list-style-type: none"> • Ask for stories to be shared by Patients regarding barriers to receiving ongoing care as well as barriers to healthy habits. • If possible, share prior Patient success stories from your See, Test & Treat site in the addressing these or similar barriers. • Possible Questions <ul style="list-style-type: none"> How do you feel about changing your current behaviors? What are the most important things to you? What would make you more confident about making these changes?
Required Materials	<p><u>Materials:</u></p> <ol style="list-style-type: none"> 1. Barriers to Health and Care: Conversation Starters (next page)



Healthy Lifestyles Activity 2 Planning Note

When Patients share their problems and barriers, who will you refer them to?
 With this exercise, Patient Navigators and Health Insurance Navigators must be made available onsite. You may receive emotional responses.

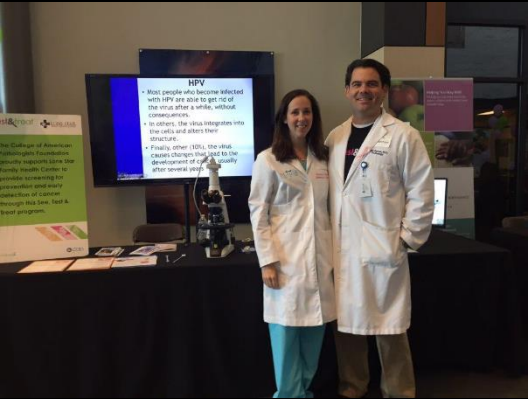
Be ready to give support!

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Barriers to Health and Care: Conversation Starters

<p><u>language</u></p>  <p>don't understand words used during health visits</p>	<p><u>culture barriers</u></p>  <p>feels like my culture isn't understood by Doctors</p>	<p><u>childcare</u></p>  <p>kids get bored or are not welcome at health visits</p>
<p><u>cost</u></p>  <p>can't afford health insurance or recommended services</p>	<p><u>healthcare system</u></p>  <p>confusion about available health services</p>	<p><u>access to healthy foods</u></p>  <p>healthy foods are expensive or take too long to prepare</p>
<p><u>safety</u></p>  <p>no safe place to walk or safe access to exercise areas</p>	<p><u>embarrassment</u></p>  <p>afraid of getting examined or diagnosed with a disease</p>	<p><u>appointment planning</u></p>  <p>too easy to forget, need reminders of health care</p>
<p><u>health literacy</u></p>  <p>prevention of sickness feels confusing or impossible, will wait until there is a problem</p>	<p><u>I am head of my household</u></p>  <p>too busy to balance it all!</p>	<p><u>transportation</u></p>  <p>too difficult to get to health care appointments</p>
<p><u>are there other barriers?</u> </p> <p>what else prevents you from staying healthy?</p>		

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Healthy Lifestyles Activity 3	
<p>Learning Objective</p>	<p><i>Patients will be able to describe the roles of health care providers in helping them to stay healthy.</i></p> 
<p>Key Points to Make</p>	<ul style="list-style-type: none"> • There is a health care team available to Patients who will work together to find any health issues and provide a plan for treatment. • Patients and Clinicians are partners in health care. • Questions from Patients are encouraged. • Patients writing down notes about concerns is even better! • Point out where the Patient may visit with the listed practitioners on your campus and in your community.
<p>Required Materials</p>	<ol style="list-style-type: none"> 1. Copies of “Get to Know Your Health Care Team” (next page) to use as discussion starters and handouts.

Get to Know Your Health Care Team

Patients and Doctors are partners in health care.

Questions from Patients are encouraged!

There is a health care team who will work together to help you.

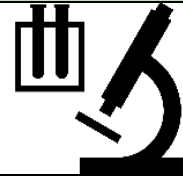
What is Family Medicine?

Family Medicine Doctors provide healthcare for people of all ages. At a family medicine clinic, you may meet with a Primary Care Doctor, a Nurse Practitioner, or Physician Assistant.



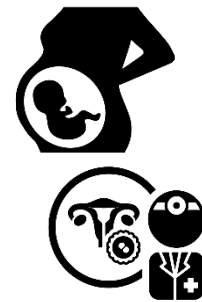
What is a Pathologist?

Pathologists are Doctors who diagnose disease by looking at samples of blood and tissue. Pathologists communicate with your other Doctors to decide the best way for you to be healthy. You will often find a Pathologist working in a laboratory.



What is an Obstetrician and Gynecologist?

Obstetricians and Gynecologists (Ob/Gyn) are Doctors who provide care specifically for women. They are experts in pregnancy and childbirth.

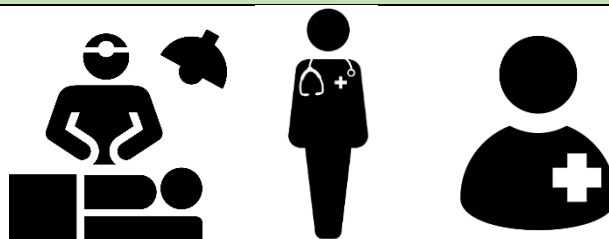


What is a Radiologist?

Radiologists are Doctors who diagnose disease using mammograms and x-rays and other imaging techniques. Radiologists also communicate with your other Doctors to decide the best way for you be healthy.



**You may also meet with Surgeons, Nurses, and Technicians.
All of them serve important roles on your health care team!**



More Resources for Educators

Have a variation to one of these activities? Doing something innovative that works well?

Let us know! We would love to hear about it.

Please be sure to plan for a post-event debrief call with your site's See, Test & Treat Team and the CAP Foundation.

- What did they observe?
- What worked well?
- What didn't?

We are working to create additional resources for See, Test & Treat Patient Educators.

Support for your site is always available through the CAP Foundation. A See, Test & Treat Community of Practice is in development.

You are also welcome to visit a free, online resource for having effective and supportive clinical conversations, available at <http://www.vitaltalk.org/Clinicians>

Note:

- Vital Talk is neither created or monitored by the CAP Foundation nor the College of American Pathologists. It is listed in this guide as an optional, external resource. This information should not be construed as dictating an exclusive course of treatment or procedure to be followed.
- This online resource was last accessed 8/19/2016.

Thank you for your work!



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- Creative Stall
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- Edward Boatman
- TukTuk Design
- Delwar Hossain
- Yazmin Alanis
- Wilson Joseph
- The Colorado Department of Healthcare Policy and Financing Collection

Materials Referenced in This Guide

The following articles that helped inform this guide were last retrieved 12/9/2016.

This information should not be construed as dictating an exclusive course of treatment or procedure to be followed.

Joint Commission on Accreditation of Healthcare Organizations. (1997-2000). Comprehensive Accreditation Manual for Hospital: The Official Handbook. Oakbrook Terrace, Ill.: JCAHO

Purposes of Patient Education

1. To increase Patient's and family's understanding of the Patient's health status, healthcare options, and consequences of options selected.
2. To encourage Patient, family participation in decision making about healthcare options
3. To increase the Patient's and family's potential to follow the therapeutic healthcare plan.
4. To maximize Patient and family care skills.
5. To increase the Patient's and family's ability to cope with the Patient's health status and prognosis and outcome.
6. To enhance the Patient's and family's role in continuing care.
7. To promote a healthy Patient lifestyle.

Duffy FD. Counseling for behavioral change. In: Goldman L, Schafer AI, eds. Goldman's Cecil Medicine. 25th ed. Philadelphia, PA: Elsevier Saunders; 2016:chap 14.

Faldo DR. Communicating effectively in Patient teaching: enhancing Patient adherence. In: Falvo DR, ed. Effective Patient Education: A Guide to Increased Adherence. 4th ed. Sudbury, MA: Jones and Bartlett; 2011:chap 8.

Ghorob A. Health coaching: teaching Patients how to fish. Fam Pract Manag. 2013(3):40-42. PMID: 23939739 www.ncbi.nlm.nih.gov/pubmed/23939739

Educator Guide

The following online resources that helped inform this guide were last retrieved 12/9/2016.

This information should not be construed as dictating an exclusive course of treatment or procedure to be followed.

1. The American Congress of Obstetricians and Gynecologists (ACOG)
<http://www.acog.org/Patients>
<http://www.acog.org/Resources-And-Publications/Committee-Opinions/Committee-on-Health-Care-for-Underserved-Women/Cultural-Sensitivity-and-Awareness-in-the-Delivery-of-Health-Care>
<http://www.acog.org/Resources-And-Publications/Committee-Opinions/Committee-on-Health-Care-for-Underserved-Women/Motivational-Interviewing-A-Tool-for-Behavior-Change>
<http://www.acog.org/About-ACOG/News-Room/News-Releases/2010/City-Dwelling-Women-Face-Diet-and-Exercise-Challenges>
<http://www.acog.org/Resources-And-Publications/Committee-Opinions/Committee-on-Health-Care-for-Underserved-Women/Tobacco-Use-and-Womens-Health>
2. U.S. Department of Health and Human Services
<http://www.hrsa.gov/culturalcompetence/index.html>
<http://www.nhlbi.nih.gov/health/resources/heart/obesity-we-can-toolkit>
3. Health By Design Diabetes Conversation Cards
<http://www.healthdesignby.us/diabetes-conversation-cards/>
4. Applied Radiology
<http://appliedradiology.com/articles/the-illusion-of-communication>
5. The Health Education and Adult Literacy Project
<http://healthliteracy.worlded.org/heal/>
<http://www.healthliteracy.worlded.org/docs/family/easy.html#healthcare>
6. Patients as Partners: A Qualitative Study of Patients' Engagement in Their Health Care
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4391791/>
7. Engaging Patients, Families, and Communities
<https://www.ncbi.nlm.nih.gov/books/NBK207234/>
8. The Rudd Center For Food Policy & Obesity
http://www.uconnruddcenter.org/resources/bias_toolkit/toolkit/Module-2/2-07-MotivationalStrategies.pdf
9. Centers for Disease Control and Protection Social Determinants of Health
<https://www.cdc.gov/socialdeterminants/tools/index.htm>