

# **Unit Twelve**

**Taking Care of  
Yourself:**

**Staying  
Healthy**

# UNIT TWELVE:

## Taking Care of Yourself: Staying Healthy

### *Suggestions for the Instructor*

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#### **Pg. 12-8 - 12-10 -- Words of Wisdom: Staying Healthy**

Ask volunteers to take turns reading the quotes aloud. Ask students to pick a quote that interests them and to write about it, reflecting on:

- what they think the speaker means
- whether they agree and why or why not
- how the quote is or is not relevant to their lives
- specific examples from their lives or the lives of others which highlight its meaning

Ask students to share their reflections with the class.

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#### **Pg. 12-11 - 12-12 -- Do You Take Good Care of Yourself?**

Discuss with students how important it is that we take good care of ourselves. Ask them to answer “yes” or “no” to questions about whether they respect themselves, care for their bodies, hair, teeth and nails; whether they take care of themselves at work; whether they tend to their minds and spirits. Use the checklist to discuss what they can do while they are incarcerated and after their release to take better care of themselves.

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#### **Pg. 12-13 -- Taking Good Care of Your Health**

In this activity, students read about how difficult it can be to stay healthy in stressful situations such as jail or prison. Remind students that while it may be difficult to do, practicing good personal hygiene can go a long way to help build strength and resistance to sickness.

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#### **Pg. 12-14 - 12-15 -- Getting Help for Health**

In this activity, ask students to review the list of health care needs in order to identify what they need to do to take good care of their health. Ask them to put a check mark next to their current or future needs, then use the **Leon County Transitions Resource Guide** (or similar resource guide from your community) to find services. Ask them to write down the names of places they might go to get their health needs met. Tell them to consider places that are easy to get to and offer services they can afford. There may be more than one service that could meet their needs.

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**Pg. 12-16 -- What is Health Literacy?**

Explain to students that health literacy is the ability to understand basic health information in order to make appropriate health decisions and to obtain services needed. Read aloud with students why health literacy is important.

Ask students if anyone has been to a doctor or clinic or hospital and felt confused, wished they had understood better what was told, wished that healthcare practitioners would slow down and explain the information in language that was easier to understand. Ask them to write about an experience they had with a health care professional and how it made them feel.

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**Pg. 12-17 - 12-18 -- Staying Healthy -- Definitions and Review**

Tell students it is very important to understand some of the terms healthcare professionals will use when they discuss health issues. Have them learn the words on the handout so they can use them in the exercises which follow and when they advocate for themselves or family members.

On the handout **Staying Healthy -- Definitions Review**, have students review terms by writing the letter of the definition on the right which matches the term on the left.

**ANSWERS:**

|   |          |  |          |                    |
|---|----------|--|----------|--------------------|
| 1 | <b>K</b> | a drugstore or a section of a store where you buy over-the-counter or prescription medication                | <b>A</b> | <b>chronic</b>     |
| 2 | <b>D</b> | a change in the body that shows a disease is present   | <b>B</b> | <b>acute</b>       |
| 3 | <b>B</b> | describes an illness that come on quickly and does not last a long time                                      | <b>C</b> | <b>risk factor</b> |
| 4 | <b>F</b> | the amount of medicine you are supposed to take at one time  | <b>D</b> | <b>symptom</b>     |
| 5 | <b>G</b> | an unwanted result of taking a medication; a bad thing that could happen when taking a drug                  | <b>E</b> | <b>treatment</b>   |
| 6 | <b>L</b> | a type of medication a doctor must order for you   | <b>F</b> | <b>dose</b>        |
| 7 | <b>P</b> | keeping an illness or injury from happening through diet, exercise, or other behaviors                       | <b>G</b> | <b>side effect</b> |
| 8 | <b>J</b> | drugs purchased over-the-counter or prescribed by a doctor to treat an illness                               | <b>H</b> | <b>therapy</b>     |
| 9 | <b>E</b> | the use of drugs, exercises, etc. to improve the condition of an ill or injured person, or to cure a disease | <b>I</b> | <b>monitor</b>     |

|    |   |   |   |                     |
|----|---|---|---|---------------------|
| 10 | C | something that increases risk; family history or habits that makes a person more likely to get a particular disease | J | <b>medication</b>   |
| 11 | I | to watch, observe, listen to, or check (something) for a special purpose over a period of time                      | K | <b>pharmacy</b>     |
| 12 | A | describes an illness that a person has for a long time  | L | <b>prescription</b> |
| 13 | H | a form of treatment; a way of taking care of an illness   | M | <b>prevention</b>   |

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**Pg. 12-19 -- Talking to Medical Professionals:  
How to Advocate for Yourself**

Review the handout in order to give students how to advocate for themselves when talking to health professionals. Share with them techniques they can use when they talk to a doctor, a nurse or other health professional to make the experience less stressful and to insure that they have the information they need to take good care of yourself.

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**Pg. 12-20 - 12-27 -- Healthcare Teach Back**

Have students work in pairs or small groups to review the healthcare information sheets: **Diabetes, Heart Disease** and **High Blood Pressure** and summarize the information in writing in order to teach other students about the illness. (By so doing, they will also gain practice talking to healthcare professionals.) Make sure they include clear summaries of the symptoms, types, risk factors, treatment, and methods of prevention so a student roleplaying the doctor can present the information in the dialogue. A student roleplaying the patient should then summarize the doctor’s information aloud as part of the dialogue.

There are a number of websites that provide excellent health literacy materials easily adaptable for the classroom. To find information on other health conditions students may be interested in – also adaptable to the Healthcare Teach Back activity – check out the following sites:

[http://www.youtube.com/watch?v=cGtTZ\\_vxjyA](http://www.youtube.com/watch?v=cGtTZ_vxjyA)

The American Medical Association Health Literacy video demonstrates, through interviews with low-literacy patients, the importance of being able to advocate for oneself.

[www.cdc.gov](http://www.cdc.gov)

The Center for Disease Control is a US government agency whose website has a vast array of accessible and easily adaptable healthcare information.

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<http://lincs.ed.gov/health/health>

These health literacy materials meet both the need of adults to enhance their literacy skills as well as their need to navigate the health care system and begin to achieve better health care for themselves and their families. These materials integrate literacy skills and practice with pertinent health information.

[www.nlm.nih.gov/medlineplus](http://www.nlm.nih.gov/medlineplus)

Excellent on-line resource includes:

- Clear explanations of medical terms
- Interactive tutorials
- Anatomy videos
- Quizzes
- Questionnaires

[www.healthyroadsmedia.org](http://www.healthyroadsmedia.org)

Very user friendly videos and handouts on most medical subjects in a variety of languages.

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### **Pg. 12-28 -- Do You Know Your Medical History?**

Distribute this form to students and ask them to keep it to complete later so they can bring it with them the next time they visit a doctor or get a physical. Advise them that some of the information is confidential and they may want to wait until after release to complete it, but that it is very important to share this information with healthcare professionals.

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### **Pg. 12-29 - 12-31 -- Physical Activity for a Healthy Weight**

Have students read the handout about the importance of physical activity in maintaining a healthy weight, then do the math exercises which follow to calculate the calories burned doing different types of exercises.

#### **ANSWERS:**

1. Which burns more calories, hiking for two hours or dancing for two hours?  
**Hiking burns 740 calories in 2 hours, which is more than dancing, which burns 660 calories in 2 hours.**
2. How many calories are burned by playing 2 ½ hours of basketball?  
**Playing 2 ½ hours of basketball burns 1,100 calories**

(continued)

3. Which burns more calories, walking for an hour and a half, or running for a half an hour?  
**Walking for an hour and a half burns 430 calories, which is more than running for a half an hour, which burns 295.**
4. Which burns more calories, moderate bicycling for an hour or vigorous bicycling for a half an hour?  
**Vigorous bicycling for a half an hour burns 295 calories, which is only slightly more than moderate bicycling for an hour, which burns 290 calories.**
5. How many calories are burned by doing 3 ½ hours of heavy yard work?  
**3 ½ hours of heavy yard work burns 1,540 calories.**

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**Pg. 12-32 - 12-33 -- Setting Goals to Improve Your Health:  
Thirty Day Fitness Challenge**

Remind students that whether they are incarcerated, recently released, or living independently, there are things they can do to get on the road to good health. On this handout, students:

- Write a motivational statement
- Set goals for healthier eating
- Set goals for exercising more
- Keep a record of their progress for a month

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# **Unit Twelve**

## **Taking Care of Yourself:**

# **Staying Healthy**

### **Student Activities**

# Words of Wisdom: Staying Healthy

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I made a commitment to completely cut out drinking and anything that might hamper me from getting my mind and body together. And the floodgates of goodness have opened upon me - spiritually and financially.

**Denzel Washington**

Your body hears everything your mind says.

**Naomi Judd**



If you're happy, if you're feeling good, then nothing else matters.

**Robin Wright**

People use drugs, legal and illegal, because their lives are intolerably painful or dull.

They hate their work and find no rest in their leisure.

They are estranged from their families and their neighbors.

It should tell us something that in healthy societies drug use is celebrative, convivial, and occasional, whereas among us it is lonely, shameful, and addictive.

We need drugs, apparently, because we have lost each other.

**Wendell Berry**

It is easier to change a man's religion than to change his diet.

**Margaret Mead**

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***Words of Wisdom: Staying Healthy, cont.***

I run because if I didn't, I'd be sluggish and glum and spend too much time  
on the couch. I run to breathe the fresh air. I run to explore.

I run to escape the ordinary.

I run...to savor the trip along the way.

Life becomes a little more vibrant, a little more intense. I like that.

**Dean Karnazes**

If we are creating ourselves all the time,  
then it is never too late to begin creating the bodies we want  
instead of the ones we mistakenly assume we are stuck with.

**Deepak Chopra**

When health is absent, wisdom cannot reveal itself,  
art cannot manifest, strength cannot fight,  
wealth becomes useless,  
and intelligence cannot be applied.

**Herophilus**

The best six doctors anywhere  
And no one can deny it  
Are sunshine, water, rest, and air,  
Exercise and diet.  
These six will gladly you attend  
If only you are willing.  
Your mind they'll ease,  
Your will they'll mend,  
And charge you not a shilling.

**Nursery rhyme**

We should resolve now that the health of this nation is a national concern;  
that financial barriers in the way of attaining health shall be removed;  
that the health of all its citizens deserves the help of all the nation.

**Harry S. Truman**



# Do You Take Good Care of Yourself?



**Do you respect yourself? Do you:**

|  |  |
|--|--|
|  | think your life has meaning and purpose?                             |
|  | think you deserve to be treated fairly and with respect?             |
|  | realize you have great potential?                                    |
|  | think you can make positive changes in your life?                    |
|  | realize your life is precious and you need to take care of yourself? |

**Do you take good care of your body? Do you:**

|  |   |
|--|---|
|  | take a shower or bath every day?                  |
|  | wear deodorant every day?                         |
|  | use lotion on dry skin every day?                 |
|  | know where to get medical care?                   |
|  | get a physical checkup once a year?               |
|  | get regular mammograms and pap smears (women)?    |
|  | keep track of your menstrual cycle (women)?       |
|  | know how to prevent STDs and unwanted pregnancy?  |
|  | exercise at least every other day?                |
|  | eat healthy food three times a day?               |
|  | limit sugar, fat and salt?                        |
|  | know your own limits with alcohol and drugs?      |
|  | not drive if you've been drinking or doing drugs? |
|  | plan to quit smoking as soon as possible?         |
|  | get enough sleep?                                 |
|  |   |

**Do you take good care of your hair? Do you:**

|  |   |
|--|---|
|  | wash your hair often?                       |
|  | keep your hair combed and brushed?          |
|  | keep braids, weaves and cuts neat?          |
|  | keep hair pulled back and out of your face? |
|  |   |

**Do you take good care of your teeth? Do you:**

|  |   |
|--|---|
|  | brush your teeth every morning?   |
|  | brush and floss your teeth every night?                                   |
|  | rinse your mouth with water or mouthwash after eating or drinking coffee? |
|  | know where to go for dental care? Visit a dentist twice a year?           |
|  |   |

**Do you take good care of your nails? Do you:**

|  |   |
|--|---|
|  | keep your nails clean?                          |
|  | keep your nails clipped or filed?               |
|  | keep your nails not too short and not too long? |
|  |   |

**Do you take good care of yourself at work? Do you:**

|  |  |
|--|--|
|  | follow rules and procedures on the worksite?                         |
|  | avoid taking risks with your own and your co-workers' safety?        |
|  | accept constructive criticism about your health & safety on the job? |
|  | ask for help when you need it?                                       |
|  | refrain from using drugs and alcohol before or during work?          |
|  | act in a responsible, safe manner on the worksite?                   |
|  |  |

**Do you take good care of your mind and spirit? Do you:**

|  |  |
|--|--|
|  | make and keep positive and healthy friendships?  |
|  | meditate, pray, write or think quietly every day?  |
|  | find something healthy that you really like to do?   |
|  | stay away from people who hurt you physically or emotionally?  |
|  | stay away from people who have a negative influence on you?  |
|  | stay away from situations that cause you to make bad decisions?  |
|  | know where to go to get help with personal challenges: <ul style="list-style-type: none"> <li>○ anger?</li> <li>○ drug or alcohol abuse?</li> <li>○ smoking?</li> <li>○ health problems?</li> <li>○ stress?</li> </ul> |
|  | realize your life is precious and you are worth it?  |

# Taking Care of Your Health

If you have spent time in jail or prison, if you had a lifestyle that involved running the streets or being in risky situations, if you have lived in dangerous or dirty or stressful environments, if you are or have been homeless -- your health may have been affected.

Incarceration, homelessness, alcoholism, drug addiction, mental health disorders, stress, fatigue and malnutrition all make it easier to get sick. Your body's ability to fight infection may be weakened, or it may be harder to recover from illness.

While it may be difficult to do in your current situation, practicing good personal hygiene can go a long way to help build strength and resistance to sickness. Practicing good personal hygiene can also help you to feel stronger and more confident.



## BASICS OF HEALTHY LIVING

- Always wash your hands with soap after using the bathroom.
- Always wash your hands with soap before eating.
- Don't use anyone else's plates, straws, glasses, cups, or utensils.
- Shower and wash your hair at least every other day.
- Brush your teeth twice a day and floss once a day.
- Do your laundry once a week.
- Clip your nails.
- Limit sugar, salt, fatty foods and alcohol. Avoid soda.
- Eat fresh fruits and vegetables whenever possible.
- Quit smoking.
- To prevent scabies and lice, don't share clothing, hats, hair accessories, or towels. Don't use beds or pillows that have been in contact with an affected person.
- To prevent sexually transmitted diseases, use condoms and make sure your partner has been tested. Never share needles.
- Seek help from medical centers and clinics.

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## Getting Help for Health

Review the list below in order to identify what you need to do to take good care of your health. Then, using the **ACE Leon County Transitions Resource Guide** or your community's resource guide, study the list of Community Resources for healthcare, HIV / AIDS, and counseling services. Write down the names of places you can go to get your health needs met. Consider places that are easy to get to and offer services you can afford. There may be more than one service that could meet your need.

| ✓ | <b>What I need:</b>  | <b>Where I can go to get it:</b> |
|---|--|----------------------------------|
|   | Dental care  |                                  |
|   | Help applying for Medicaid and WIC<br>(Women, Infants and Children)<br>benefits                    |                                  |
|   | Help managing a chronic disease  |                                  |
|   | Parenting education and support  |                                  |
|   | Information about symptoms I have  |                                  |
|   | Gynecology services for women  |                                  |
|   | Assistance for formerly incarcerated<br>parents who want to restore<br>relationships with children |                                  |
|   | Treatment for a communicable disease   |                                  |

|  |  |  |
|--|--|--|
|  | Testing for a sexually transmitted disease (HIV / AIDS or other STD)   |  |
|  | Treatment for a sexually transmitted disease (HIV / AIDS or other STD) |  |
|  | Family counseling  |  |
|  | Mental health counseling   |  |
|  | Treatment for drug addiction or alcoholism                             |  |
|  | Birth control information  |  |
|  | Prenatal care  |  |
|  | Help with anger management   |  |
|  | Help with managing diabetes  |  |
|  | Physical exam  |  |

# What is Health Literacy?

Health literacy is the ability to understand basic health information in order to make appropriate health decisions and to obtain services needed.

## Why is it important?

Health literacy is important because it helps you to:

- Maintain healthy habits
- Identify symptoms
- Read health brochures
- Research health information
- Find appropriate services
- Fill out patient information forms
- Sign consent forms
- Follow discharge instructions
- Understand doctor's instructions
- Manage and measure medications
- Keep appointments
- Apply for health insurance
- Understand advertisements
- Understand health insurance
- Understand medical symbols
- Care for a loved one's health

## What is your experience?



Have you ever been to a doctor or clinic or hospital and felt confused? Ever wished you understood better what the healthcare workers told you, or that they would slow down and explain the information in language that was easier to understand? You're not alone! Many people have trouble understanding the special language of doctors and find it hard to understand their illness or their treatment.

*Write about an experience you had with a health care professional and how it made you feel.*

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# Staying Healthy -- Definitions

*It's important to understand some of the terms healthcare professionals will use when they discuss your health with you. Learn these words so you can use them in the exercises which follow and when you advocate for yourself or your family members.*

|                     |                  |   |   |
|---------------------|------------------|---|---|
| <b>chronic</b>      | <i>adjective</i> | describes an illness that a person has for a long time  | <i>Heart disease and diabetes are <u>chronic</u> illnesses.</i>   |
| <b>acute</b>        | <i>adjective</i> | describes an illness that comes on quickly and does not last a long time  | <i>The flu is an <u>acute</u> illness.</i>  |
| <b>risk factor</b>  | <i>noun</i>      | something that increases risk; family history or habits that makes a person more likely to get a particular disease | <i>Age and obesity are two of the <u>risk factors</u> for diabetes.</i>   |
| <b>symptom</b>      | <i>noun</i>      | a change in the body that shows a disease is present  | <i>Do you know the <u>symptoms</u> of diabetes?</i>   |
| <b>treatment</b>    | <i>noun</i>      | the use of drugs, exercises, etc. to improve the condition of an ill or injured person, or to cure a disease        | <i>Rest is sometimes part of a <u>treatment plan</u>.</i>   |
| <b>dose</b>         | <i>noun</i>      | the amount of medicine you are supposed to take at one time   | <i>Read medicine labels to make sure you use the right <u>dose</u>.</i>   |
| <b>side effect</b>  | <i>noun</i>      | an unwanted result of taking a medication; a bad thing that could happen when taking a drug                         | <i>Always ask the doctor about the <u>side effects</u> of drugs you are prescribed.</i>                                     |
| <b>therapy</b>      | <i>noun</i>      | a form of treatment; a way of taking care of an illness   | <i>She needed radiation <u>therapy</u> to treat cancer.</i>   |
| <b>monitor</b>      | <i>verb</i>      | to watch, observe, listen to, or check (something) for a special purpose over a period of time                      | <i>The nurse <u>monitored</u> the patient's heart rate.</i>   |
| <b>medication</b>   | <i>noun</i>      | drugs purchased over-the-counter or prescribed by a doctor to treat an illness                                      | <i>Have you ever had to take <u>medication</u>?</i>   |
| <b>pharmacy</b>     | <i>noun</i>      | a drugstore or a section of a store where you buy over-the-counter or prescription medication                       | <i>Walmart has a <u>pharmacy</u> where you can pick up your prescription.</i>   |
| <b>prescription</b> | <i>noun</i>      | a type of medication a doctor must order for you  | <i>You can't buy certain drugs over-the-counter; you have to have a <u>prescription</u> and pick them up at a pharmacy.</i> |
| <b>prevention</b>   | <i>noun</i>      | keeping an illness or injury from happening through diet, exercise, or other behaviors                              | <i>Exercise and a healthy diet can help in the <u>prevention</u> of diabetes.</i>   |

# Staying Healthy -- Definitions Review

*In the box, write the letter of the definition on the right which matches the term on the left.*

|    |   |          |                     |
|----|---|----------|---------------------|
| 1  | a drugstore or a section of a store where you buy over-the-counter or prescription medication                       | <b>A</b> | <b>chronic</b>      |
| 2  | a change in the body that shows a disease is present  | <b>B</b> | <b>acute</b>        |
| 3  | describes an illness that come on quickly and does not last a long time   | <b>C</b> | <b>risk factor</b>  |
| 4  | the amount of medicine you are supposed to take at one time   | <b>D</b> | <b>symptom</b>      |
| 5  | an unwanted result of taking a medication; a bad thing that could happen when taking a drug                         | <b>E</b> | <b>treatment</b>    |
| 6  | a type of medication a doctor must order for you  | <b>F</b> | <b>dose</b>         |
| 7  | keeping an illness or injury from happening through diet, exercise, or other behaviors                              | <b>G</b> | <b>side effect</b>  |
| 8  | drugs prescribed by a doctor to treat an illness  | <b>H</b> | <b>therapy</b>      |
| 9  | the use of drugs, exercises, etc. to improve the condition of an ill or injured person, or to cure a disease        | <b>I</b> | <b>monitor</b>      |
| 10 | something that increases risk; family history or habits that makes a person more likely to get a particular disease | <b>J</b> | <b>medication</b>   |
| 11 | to watch, observe, listen to, or check (something) for a special purpose over a period of time                      | <b>K</b> | <b>pharmacy</b>     |
| 12 | describes an illness that a person has for a long time  | <b>L</b> | <b>prescription</b> |
| 13 | a form of treatment; a way of taking care of an illness   | <b>M</b> | <b>prevention</b>   |

# Talking to Medical Professionals: How to Advocate for Yourself

Talking to health professionals can be confusing, intimidating, frustrating, or scary. It's sometimes difficult to understand complicated medical information or multi-step instructions. Visiting a doctor can be emotionally stressful, especially if you are sick or worried about your health.

But it is important to learn how to advocate for yourself. There are some techniques you can use when you talk to a doctor, a nurse or other health professional to make the experience less stressful and to insure that you have the information you need to take good care of yourself.

Prepare for meeting with a health professional by practicing these techniques:

## ASK 3

The "Ask 3" technique prepares you to ask three very important questions so you and the health provider can make sure you understand the information he or she is giving you:

1. What is my problem?
2. What do I need to do?
3. Why is it important for me to do this?



## TEACH BACK

The "Teach Back" technique helps you plan how to review your doctor's information and instructions so you are sure you understand what you need to know *before* you leave the office or the hospital:

1. I want to make sure I understand. Please use clear language and repeat your explanation.
2. Just to make sure I understand what's wrong, I want to repeat what you said the problem is.
3. Just to make sure I understand what to do, I want to repeat what you said I should do.

*Image from Creative Commons <https://www.pexels.com/photo/analysis-care-chemical-clinic-1454721/>*

# Healthcare Teach Back

In this activity, work in pairs or small groups to roleplay talking with a health care professional. Choose one of the healthcare information sheets on **Diabetes**, **Heart Disease** or **High Blood Pressure**. In order to teach other students about the illness, one or two students should summarize in writing the symptoms, types, risk factors, treatment, and methods of prevention so they can present the information to the patient. Students roleplaying the patient should then summarize the doctor's information aloud as part of the dialogue.

## **Patient:**

Hello, Dr. \_\_\_\_\_ . I want to discuss with you the health condition \_\_\_\_\_. I have three questions for you. What is the condition? If I have it, what do I need to do? Why is it important for me to do this? I want to make sure I understand, so please use clear language.

## **Doctor:**

I want to teach you about an illness called \_\_\_\_\_.

**Symptoms:** \_\_\_\_\_

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**Types:** \_\_\_\_\_

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**Risk factors:** \_\_\_\_\_

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**Treatment:** \_\_\_\_\_

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**Prevention:** \_\_\_\_\_

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**Healthcare Teach Back, cont.**

**Patient:**

Just to make sure I understand, I want to repeat what you about the symptoms, the types and the risks factors. I also want to review what you said about treatment and prevention. *(Summarize the doctor's information in your own words.)*

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**Healthcare Teach Back, cont.**

# What is Diabetes?

Reprinted from [www.cdc.gov/diabetes/consumer/learn.htm](http://www.cdc.gov/diabetes/consumer/learn.htm)

Diabetes is a disease in which blood glucose levels are above normal. Most of the food we eat is turned into glucose, or sugar, for our bodies to use for energy. The pancreas, an organ that lies near the stomach, makes a hormone called insulin to help glucose get into the cells of our bodies.

When you have diabetes, your body either doesn't make enough insulin or can't use its own insulin as well as it should. This causes sugar to build up in your blood. Diabetes can cause serious health complications including heart disease, blindness, kidney failure, and lower-extremity amputations. Diabetes is the seventh leading cause of death in the United States.

## What are the symptoms of diabetes?

People who think they might have diabetes must visit a physician for diagnosis. They might have SOME or NONE of the following symptoms:

- Frequent urination
- Excessive thirst
- Unexplained weight loss
- Extreme hunger
- Sudden vision changes
- Very dry skin
- Feeling very tired much of the time
- Sores that are slow to heal
- More infections than usual.
- Tingling or numbness in hands or feet

Nausea, vomiting, or stomach pains may accompany some of these symptoms in the abrupt onset of insulin-dependent diabetes, now called type 1 diabetes.

## What are the types of diabetes?

**Type 1 diabetes**, which was previously called juvenile-onset diabetes, may account for about 5% of all diagnosed cases of diabetes.

**Type 2 diabetes**, which was previously called adult-onset diabetes, may account for about 90% to 95% of all diagnosed cases of diabetes.

**Gestational diabetes** is a type of diabetes that only pregnant women get. If not treated, it can cause problems for mothers and babies.

**Other specific types of diabetes** resulting from specific genetic syndromes, surgery, drugs, malnutrition, infections, and other illnesses may account for 1% to 5% of all diagnosed cases of diabetes.

## ***Healthcare Teach Back, cont.***

### **What are the risk factors for diabetes?**

Risk factors for type 2 diabetes include older age, obesity, family history of diabetes, prior history of gestational diabetes, impaired glucose tolerance, physical inactivity, and race/ethnicity. African Americans, Hispanic/Latino Americans, American Indians, and some Asian Americans and Pacific Islanders are at particularly high risk for type 2 diabetes.

Risk factors for type 1 diabetes include autoimmune, genetic, and environmental factors.

Gestational diabetes occurs more frequently in African Americans, Latino Americans, American Indians, and people with a family history of diabetes than in other groups. Obesity is also associated with higher risk. Women who have had gestational diabetes have a 35% to 60% chance of developing diabetes in the next 10–20 years.

Other specific types of diabetes, which may account for 1% to 5% of all diagnosed cases, result from specific genetic syndromes, surgery, drugs, malnutrition, infections, and other illnesses.

### **What is the treatment for diabetes?**

Healthy eating, physical activity, and insulin injections are the basic therapies for type 1 diabetes. The amount of insulin taken must be balanced with food intake and daily activities. Blood glucose levels must be closely monitored through frequent blood glucose testing.



Healthy eating, physical activity, and blood glucose testing are the basic therapies for type 2 diabetes. In addition, many people with type 2 diabetes require oral medication, insulin, or both to control their blood glucose levels.

People with diabetes must take responsibility for their day-to-day care, and keep blood glucose levels from going too low or too high. People with diabetes should see a health care provider who will monitor their diabetes control and help them learn to manage their diabetes.

### **How can diabetes be prevented?**

Research studies have found that moderate weight loss and exercise can prevent or delay type 2 diabetes among adults at high-risk of diabetes. Talk to a doctor to find out more about the risk factors for type 2 diabetes, what it means to have pre-diabetes, and what you can do to prevent or delay diabetes.

*Image from Creative Commons <https://www.maxpixel.net/Green-Diet-Food-Groceries-Vegetables-Healthy-Food-1104166>*

## **Healthcare Teach Back, cont.**

# **What is Heart Disease?**

Reprinted from [www.cdc.gov/heartdisease](http://www.cdc.gov/heartdisease)

Arteries are tubes that carry blood to and from the heart. When these tubes become partially blocked, because of smoking, poor eating habits, lack of exercise or family history, it can result in a problem called heart disease.

A heart attack occurs when the blood flow to a part of the heart is blocked by a blood clot. If this clot cuts off the blood flow completely, the part of the heart muscle supplied by that artery begins to die.

If the brain does not receive enough blood because of a blockage, it can cause a stroke. A stroke can result in the inability to walk or talk.

## **What are the symptoms of heart disease?**

The five major symptoms of a heart attack are:

- Pain or discomfort in the jaw, neck, or back.
- Feeling weak, light-headed, or faint.
- Chest pain or discomfort.
- Pain or discomfort in arms or shoulder.
- Shortness of breath.



## **What are the types of heart disease?**

In the United States, the most common type of heart disease is coronary artery disease (CAD), which can lead to heart attack.

## **What are the risk factors for heart disease?**

High blood pressure, high LDL cholesterol, and smoking are key heart disease risk factors for heart disease. About **half of Americans** (49%) have at least one of these three risk factors.

Several other medical conditions and lifestyle choices can also put people at a higher risk for heart disease, including:

- Diabetes
- Overweight and obesity
- Poor diet
- Physical inactivity
- Excessive alcohol use

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## **Healthcare Teach Back, cont.**

### **What is the treatment for heart disease?**

It is important to recognize the signs of a heart attack and to act immediately by calling 9-1-1. A person's chances of surviving a heart attack are increased if emergency treatment is given to the victim as soon as possible.

After a heart attack, your doctor may recommend cardiac rehabilitation, which is a program that can help you make lifestyle changes to improve your heart health and quality of life. These changes may include taking medication, changing what you eat, increasing your physical activity, stopping smoking, and managing stress. Also, be sure to talk with your doctor about everyday activities. He or she may want you to limit work, travel, sex, or exercise.

### **How can heart disease be prevented?**

**Eat a healthy diet.** Choosing healthful meal and snack options can help you avoid heart disease and its complications. Be sure to eat plenty of fresh fruits and vegetables.

Eating foods low in saturated fat and cholesterol and high in fiber can help prevent high blood cholesterol. Limiting salt or sodium in your diet can also lower your blood pressure.

**Maintain a healthy weight.** Being overweight or obese can increase your risk for heart disease. To determine whether your weight is in a healthy range, doctors often calculate a number called the body mass index (BMI). Doctors sometimes also use waist and hip measurements to measure a person's excess body fat.



**Exercise regularly.** Physical activity can help you maintain a healthy weight and lower cholesterol and blood pressure. The Surgeon General recommends adults engage in moderate-intensity exercise for 2 hours and 30 minutes every week.

**Don't smoke.** Cigarette smoking greatly increases your risk for heart disease. So, if you don't smoke, don't start. If you do smoke, quitting will lower your risk for heart disease. Your doctor can suggest ways to help you quit.

**Limit alcohol use.** Avoid drinking too much alcohol, which causes high blood pressure.

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## ***Healthcare Teach Back, continued***

# **What is High Blood Pressure?**

Reprinted from <http://www.cdc.gov/bloodpressure>

Blood pressure is the force of blood against your artery walls as it circulates through your body. Blood pressure normally rises and falls throughout the day, but it can cause health problems if it stays high for a long time. Having high blood pressure raises your risk for heart disease and stroke, leading causes of death in the United States.

About **1 in 3 U.S. adults** – or **67 million people** – have high blood pressure.<sup>1</sup> **Only about half (47%)** of people with high blood pressure have their condition under control. This common condition increases the risk for heart disease and stroke, two leading causes of death for Americans.

High blood pressure can damage your health in many ways. For instance, it can harden the arteries, decreasing the flow of blood and oxygen to the heart. This reduced flow can cause:

- Chest pain, also called angina.
- Heart failure, which occurs when the heart can't pump enough blood and oxygen to your other organs.
- Heart attack, which occurs when the blood supply to your heart is blocked and heart muscle cells die from a lack of oxygen. The longer the blood flow is blocked, the greater the damage to the heart.
- High blood pressure can burst or block arteries that supply blood and oxygen to the brain, causing a stroke.

## **What are the symptoms of high blood pressure?**

High blood pressure is called the “silent killer” because it often has no warning signs or symptoms, and many people don’t know they have it. That’s why it’s important to check your blood pressure regularly.

## **What are the risk factors for high blood pressure?**

Some health conditions, as well as lifestyle and genetic factors, can put people at a higher risk for developing high blood pressure.

- **Prehypertension** – blood pressure levels that are slightly higher than normal – increases the risk that you will go on to develop chronic high blood pressure.
- **Diabetes** -- About 60% of people who have diabetes also have high blood pressure.

### **Healthcare Teach Back, cont.**

- **Sodium** is the element in salt that can raise blood pressure. Most of the sodium we eat comes from processed and restaurant foods. Eating too much sodium can increase blood pressure.
- **Not eating enough potassium** (from fruits and vegetables) can also increase blood pressure.
- **Being overweight** can cause high blood pressure.
- **Not getting enough exercise** can make you gain weight, which can lead to high blood pressure.
- **Drinking** too much alcohol can raise your blood pressure.
- **Smoking** raises your risk for high blood pressure.

## **What is the treatment for high blood pressure?**

High blood pressure is primarily treated through lifestyle changes, similar to what you need to do to prevent it. Eat a healthy diet. Avoid sodium. Maintain a healthy weight. Be physically active. Don't smoke. Limit alcohol use.

## **How can high blood pressure be prevented?**

**Check your blood pressure.** Getting your blood pressure checked is important because high blood pressure often has no symptoms. Your doctor can measure your blood pressure, or you can use a machine available at many pharmacies. You can also use a home monitoring device to measure your blood pressure.

**Eat a healthy diet.** Eating healthfully can help keep your blood pressure down. Eat lots of fresh fruits and vegetables. Eat foods that are low in saturated fat and cholesterol.

**Avoid sodium** by limiting the amount of salt you add to your food. Be aware that many processed foods and restaurant meals are high in sodium.

**Maintain a healthy weight.** Being overweight can raise your blood pressure. Losing weight can help you lower your blood pressure.

**Be physically active.** Physical activity can help lower blood pressure.

**Don't smoke.** Smoking injures blood vessels and speeds up the hardening of the arteries. Further, smoking is a major risk for heart disease and stroke.

**Limit alcohol use.** Drinking too much alcohol is associated with high blood pressure.



*Image from Creative Commons <http://www.freestockphotos.biz/stockphoto/15411>*

## Do You Know Your Medical History?

Complete this form and keep it to bring with you the next time you visit a doctor or get a physical.

Name \_\_\_\_\_ Birthdate \_\_\_\_\_

Physician or clinic \_\_\_\_\_ Dentist \_\_\_\_\_

List any drug sensitivities or allergies you have: \_\_\_\_\_

Name of health insurance carrier: \_\_\_\_\_

Group Number: \_\_\_\_\_

Check if you or a family member has had one of the following:

|                         |                               |                                 |                                 |
|-------------------------|-------------------------------|---------------------------------|---------------------------------|
| Lung disorder           | self <input type="checkbox"/> | mother <input type="checkbox"/> | father <input type="checkbox"/> |
| High blood pressure     | self <input type="checkbox"/> | mother <input type="checkbox"/> | father <input type="checkbox"/> |
| Heart trouble           | self <input type="checkbox"/> | mother <input type="checkbox"/> | father <input type="checkbox"/> |
| Nervous disorder        | self <input type="checkbox"/> | mother <input type="checkbox"/> | father <input type="checkbox"/> |
| Digestive tract disease | self <input type="checkbox"/> | mother <input type="checkbox"/> | father <input type="checkbox"/> |
| Cancer                  | self <input type="checkbox"/> | mother <input type="checkbox"/> | father <input type="checkbox"/> |

(specify type \_\_\_\_\_)

|                 |                               |                                 |                                 |
|-----------------|-------------------------------|---------------------------------|---------------------------------|
| Kidney disease  | self <input type="checkbox"/> | mother <input type="checkbox"/> | father <input type="checkbox"/> |
| Diabetes        | self <input type="checkbox"/> | mother <input type="checkbox"/> | father <input type="checkbox"/> |
| Arthritis       | self <input type="checkbox"/> | mother <input type="checkbox"/> | father <input type="checkbox"/> |
| Hepatitis       | self <input type="checkbox"/> | mother <input type="checkbox"/> | father <input type="checkbox"/> |
| Malaria         | self <input type="checkbox"/> | mother <input type="checkbox"/> | father <input type="checkbox"/> |
| HIV / AIDS      | self <input type="checkbox"/> | mother <input type="checkbox"/> | father <input type="checkbox"/> |
| Vision problem  | self <input type="checkbox"/> | mother <input type="checkbox"/> | father <input type="checkbox"/> |
| Hearing problem | self <input type="checkbox"/> | mother <input type="checkbox"/> | father <input type="checkbox"/> |
| Back problem    | self <input type="checkbox"/> | mother <input type="checkbox"/> | father <input type="checkbox"/> |

Have you been disabled or hospitalized in the last year? yes  no

Explain: \_\_\_\_\_

Have you had a surgical operation in the past five years? yes  no

Explain: \_\_\_\_\_

# Physical Activity for a Healthy Weight

Reprinted from

[www.cdc.gov/healthyweight/physical\\_activity/index.html?s\\_cid=tw\\_ob387](http://www.cdc.gov/healthyweight/physical_activity/index.html?s_cid=tw_ob387)

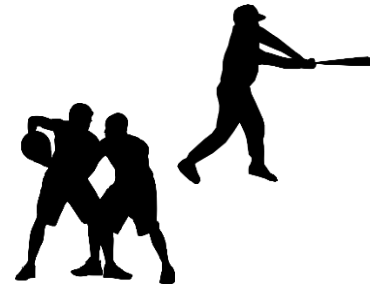
## *Why is physical activity important?*

Regular physical activity is important for good health, and it's especially important if you're trying to lose weight or to maintain a healthy weight.

- When losing weight, more physical activity increases the number of calories your body uses for energy or "burns off." The burning of calories through physical activity, combined with reducing the number of calories you eat, creates a "calorie deficit" that results in weight loss.
- Most weight loss occurs because of decreased caloric intake. However, evidence shows the only way to *maintain* weight loss is to be engaged in regular physical activity.
- Most importantly, physical activity reduces risks of cardiovascular disease and diabetes beyond that produced by weight reduction alone.

Physical activity also helps to-

- Maintain weight.
- Reduce high blood pressure.
- Reduce risk for type 2 diabetes, heart attack, stroke, and several forms of cancer.
- Reduce arthritis pain and associated disability.
- Reduce risk for osteoporosis and falls.
- Reduce symptoms of depression and anxiety.



## *How much physical activity do I need?*

When it comes to weight management, people vary greatly in how much physical activity they need. Here are some guidelines to follow:

**To maintain your weight:** Work your way up to 150 minutes of moderate-intensity aerobic activity, 75 minutes of vigorous-intensity aerobic activity, or an equivalent mix of the two each week.

Strong scientific evidence shows that physical activity can help you maintain your weight over time. However, the exact amount of physical activity needed to do this is not clear since it varies greatly from person to person. It's possible that you may need to do more than the equivalent of 150 minutes of moderate-intensity activity a week to maintain your weight.

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<http://www.freestockphotos.biz/stockphoto/14942>

## ***Physical Activity for a Healthy Weight, cont.***

**To lose weight and keep it off:** You will need a high amount of physical activity unless you also adjust your diet and reduce the amount of calories you're eating and drinking. Getting to and staying at a healthy weight requires both regular physical activity and a healthy eating plan. You may choose to do either moderate or vigorous exercise.

**Moderate exercise:** While performing the physical activity, if your breathing and heart rate is noticeably faster but you can still carry on a conversation – it's probably moderately intense. Examples include:

- Walking briskly (a 15-minute mile).
- Light yard work (raking/bagging leaves or using a lawn mower).
- Actively playing with children.
- Biking at a casual pace.

**Vigorous exercise:** Your heart rate is increased substantially and you are breathing too hard and fast to have a conversation, it's probably vigorously intense. Examples include:

- Jogging/running.
- Swimming laps.
- Rollerblading/inline skating at a brisk pace.
- Cross-country skiing.
- Most competitive sports (football, basketball, or soccer).
- Jumping rope.



*Using the chart which follows, figure out the answers to the follow math problems:*

1. Which burns more calories, hiking for two hours or dancing for two hours?
2. How many calories are burned by playing 2 ½ hours of basketball?
3. Which burns more calories, walking for an hour and a half, or running for a half an hour?
4. Which burns more calories, moderate bicycling for an hour or vigorous bicycling for a half an hour?
5. How many calories are burned by doing 3 ½ hours of heavy yard work?

*Image from Creative Commons <https://pixabay.com/en/photos/man/?cat=animals>*

**Physical Activity for a Healthy Weight, cont.**

## How many calories are used in typical activities?

Reprinted from [www.cdc.gov/healthyweight/physical\\_activity/index.html?s\\_cid=tw\\_ob387](http://www.cdc.gov/healthyweight/physical_activity/index.html?s_cid=tw_ob387)

The following table shows calories used in common physical activities at moderate and vigorous levels.

| Calories Used per Hour in Common Physical Activities |  |   |
|--|--|---|
| Moderate Physical Activity                           | Approx Calories /30 Minutes for a 154 lb Person <sup>1</sup> | Approx Calories/Hr for a 154 lb Person <sup>1</sup> |
| Hiking   | 185  | 370   |
| Light gardening/yard work                            | 165  | 330   |
| Dancing  | 165  | 330   |
| Bicycling (<10 mph)                                  | 145  | 290   |
| Walking (3.5 mph)                                    | 140  | 280   |
| Weight lifting (general light workout)               | 110  | 220   |
| Stretching   | 90   | 180   |
| Vigorous Physical Activity                           | Approx Calories /30 Minutes for a 154 lb Person <sup>1</sup> | Approx Calories/Hr for a 154 lb Person <sup>1</sup> |
| Running/jogging (5 mph)                              | 295  | 590   |
| Bicycling (>10 mph)                                  | 295  | 590   |
| Swimming (slow freestyle laps)                       | 255  | 510   |
| Aerobics   | 240  | 480   |
| Walking (4.5 mph)                                    | 230  | 460   |
| Heavy yard work (chopping wood)                      | 220  | 440   |
| Weight lifting (vigorous effort)                     | 220  | 440   |
| Basketball (vigorous)                                | 220  | 440   |

<sup>1</sup> Calories burned per hour will be higher for persons who weigh more than 154 lbs (70 kg) and lower for persons who weigh less. Adapted from [Dietary Guidelines for Americans 2005](#).





## Thirty Day Fitness Challenge

*Record your progress! Check off every day you achieve your three fitness goals:*

**I'm motivated to take the 30-day fitness challenge because I want:** \_\_\_\_\_

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

| Sunday   | Monday   | Tuesday  | Wednesday | Thursday | Friday   | Saturday |
|----------|----------|----------|-----------|----------|----------|----------|
| 1. _____ | 1. _____ | 1. _____ | 1. _____  | 1. _____ | 1. _____ | 1. _____ |
| 2. _____ | 2. _____ | 2. _____ | 2. _____  | 2. _____ | 2. _____ | 2. _____ |
| 3. _____ | 3. _____ | 3. _____ | 3. _____  | 3. _____ | 3. _____ | 3. _____ |
| 1. _____ | 1. _____ | 1. _____ | 1. _____  | 1. _____ | 1. _____ | 1. _____ |
| 2. _____ | 2. _____ | 2. _____ | 2. _____  | 2. _____ | 2. _____ | 2. _____ |
| 3. _____ | 3. _____ | 3. _____ | 3. _____  | 3. _____ | 3. _____ | 3. _____ |
| 1. _____ | 1. _____ | 1. _____ | 1. _____  | 1. _____ | 1. _____ | 1. _____ |
| 2. _____ | 2. _____ | 2. _____ | 2. _____  | 2. _____ | 2. _____ | 2. _____ |
| 3. _____ | 3. _____ | 3. _____ | 3. _____  | 3. _____ | 3. _____ | 3. _____ |
| 1. _____ | 1. _____ | 1. _____ | 1. _____  | 1. _____ | 1. _____ | 1. _____ |
| 2. _____ | 2. _____ | 2. _____ | 2. _____  | 2. _____ | 2. _____ | 2. _____ |
| 3. _____ | 3. _____ | 3. _____ | 3. _____  | 3. _____ | 3. _____ | 3. _____ |

*How did you do? Did you achieve your goals? If not, why not? What might you need to do to have more success in the future? Remember, new habits take time. Start again and try to keep your goals for a month. Every time you fall behind in your goal, start again until you make it – because you can do it!*