

**Asthma Management for Latino Children:
Curriculum for Educational and Support Sessions
For use by facilitator, supported by the “*Consedus*” (Coaches)
English Summary**

**Latino Health Initiative
Montgomery County Department of Health and Human Services**

Introduction

Appropriate asthma self-management may reduce the likelihood of asthma attacks and the potential need for hospitalization. However, the US health care system has not yet taken full advantage of this intervention, particularly among African American, Hispanic, and poor children.¹ Beginning in Fiscal Year 2004-2005, the Latino Health Initiative (LHI) of the Montgomery County Department of Health and Human Services (DHHS) has been implementing an asthma management pilot project aimed at and tailored for Spanish-speaking, low-income Latino families. Financial support has been provided by the Maryland Department of Health and Mental Hygiene and the LHI. The goal is to contribute to reducing emergency department visits and hospitalization rates among Latino children in the County. A Latino Asthma Workgroup provides guidance to project activities and carries out asthma advocacy efforts.

Based on the results of a formative evaluation (literature review, community feedback sessions, and in-depth interviews), the LHI designed an intervention with the following components:

- Eight asthma management educational group sessions for parents and caregivers of children with asthma.
- A bilingual, bicultural educator, who uses a detailed curriculum to facilitate the sessions in Spanish.
- Trained asthma management coaches (known as “*consedus*”-*consejera/educadora* or counselor/educator), who provide support and follow-up to program participants.

The intervention complements and reinforces the asthma care provided by primary care physicians, in accordance with the 1997 recommendations from the National Asthma Education and Prevention Program, *Expert Panel Report 2: Guidelines for the Diagnosis and Management of Asthma*² and the 2002 update.³ The focus of the intervention is to contribute to establishing and reinforcing the patient-clinician partnership, by highlighting the need for a written action plan for patient self-management, helping participants to reduce exposure to precipitants of asthma symptoms, encouraging self-monitoring, supporting family involvement, promoting clinician-patient communication, and many of the other patient educational and training-related recommendations of the report. Much of the information conveyed in the sessions has the same content as the educational/training messages in the suggested patient handouts in the report.* The intervention does not diagnose asthma nor does it prescribe medications or comment on treatments; all clinical/medical concerns raised by participants are referred to the child’s primary care provider.

Project objectives

1. Increase knowledge about asthma and asthma management among Latino parents who have children with asthma by:

* The report and patient handouts are not available in Spanish.

- Participatory educational sessions
 - Exchange of experiences
 - Creation of mutually supportive relationships among participating parents and families and program staff.
2. Contribute to improving families' skills in appropriate management of their children's asthma by:
 - Development and adherence to an Asthma Action Plan
 - Appropriate administration of asthma medications
 - Carrying out a plan to eliminate asthma triggers
 3. Help families improve the quality of the children's lives through:
 - Communication with school nurses and teachers
 - Communication with their children's physicians
 - Children's participation in physical activity and sport
 - Helping children with asthma manage their feelings

Curriculum for Educational Sessions

The Spanish-language curriculum for the eight educational sessions is based on principles of adult learning and popular education, which are learner-centered, interactive, and use people's own experiences as a starting point for exploring obstacles and opportunities. It provides detailed instructions for carrying out participatory activities in each session, including open-ended questions to encourage participants to speak specifically about their concerns and practices. No more than 15 individuals comprise each group, to ensure dynamic exchange among members. Each two-hour session addresses a specific theme in asthma management, with ample time for questions, answers, demonstration, practice, and sharing experiences. Dialogue, games, socio-drama, homework, and other techniques are part of each session. Thus, the sessions have both educational and mutual support functions. Audiovisual materials, including video,⁴ posters, print materials,⁵ anatomical models, and participant handouts complement the learning process. Children with asthma actively participate in several sessions. Each session builds on the previous one, and together, they aim to provide participants with the knowledge, skills, and sense of self-efficacy to appropriately manage asthma in their children.

The lessons learned and the evaluation results from each year's implementation of the intervention have led to adjustments and refinements in the training curriculum for the educational sessions. For example, the number of educational sessions was reduced from 12 to eight following the first year's experience. An English-language summary of the curriculum, as used in FY 2007-2008 (Year 3), follows. Appendix A contains an outline of the coach training.

Session 1: Introduction to Program and to Asthma

| Activity | Time | Objectives (Participants will be able to:) | Content | Methodology | Materials (always have flipchart & markers) |
|------------------------|---|---|--|--------------|--|
| Welcome & introduction | <ul style="list-style-type: none"> • 15 m. | <ul style="list-style-type: none"> • State purpose of program, session dates & session norms | <ul style="list-style-type: none"> • Program objectives • Reminder that not for medical advice • Role of coaches • Review of session dates • Reminder that children with asthma will participate in some activities • Norms & rules in sessions • Housekeeping: bathrooms, parking etc. | Presentation | For parents/caretakers (handouts): <ul style="list-style-type: none"> • Objectives of program • Dates of sessions • Norms & rules |

| Activity | Time | Objectives (Participants will be able to:) | Content | Methodology | Materials (always have flipchart & markers) |
|----------------------------|--------|--|---|--|---|
| Getting to know each other | • 30 m | <ul style="list-style-type: none"> State names of other participants, facilitator & coaches | | Icebreaker (with children): Coaches meet in small groups with assigned families to exchange names, country of origin, etc. Spokesperson for each group presents members to larger group. | |
| Pre-test | • 15 m | <ul style="list-style-type: none"> [Project][†] Establish baseline knowledge, self efficacy & practices of participants. | | Pre-test | <ul style="list-style-type: none"> Pre-test |
| What is asthma? | • 50 m | <ul style="list-style-type: none"> State that asthma is a chronic condition State that the best way to control it is to have an Action Plan & follow it. | <ul style="list-style-type: none"> Overview of basic asthma concepts | Video Dialogue & presentation Straw activity (to feel what an asthma attack is like) | <ul style="list-style-type: none"> VCR Video <i>Wee Wheezers: Programa educativo sobre el asma para padres de niños pequeños. AAFA, 2003</i> Posters (asthma & respiratory system) Lung model Straws |
| Closure | • 5 m | <ul style="list-style-type: none"> State concerns & questions Identify topic of next session | <ul style="list-style-type: none"> Questions & answers about program & asthma management | Dialogue Homework assignment (reading from “Asma”) | <ul style="list-style-type: none"> Pamphlet “<i>Asma: Tome el Control para Vivir una Vida Más Sana</i>” (Krames, 2004) |

[†] [Project] refers to objectives that the project, rather than participants, must meet.

Session 2: Asthma, Its Triggers, and How to Control Them

| Activity | Time | Objectives (Participants will be able to:) | Content | Methodology | Materials (always have flipchart & markers) |
|--|--------|---|---|-------------------------------------|--|
| Welcome & check-in | • 5 m. | <ul style="list-style-type: none"> Identify questions, concerns & experiences with asthma management & the program | <ul style="list-style-type: none"> Experiences during the week Contact with coaches Homework assignment | Dialogue | <ul style="list-style-type: none"> Posters (asthma & respiratory system) Lung model Materials used in previous session |
| Asthma triggers | • 30 m | <ul style="list-style-type: none"> Define trigger Identify children's asthma triggers | <ul style="list-style-type: none"> Factors that can trigger asthma | Game "yes," "no," "I don't know" | <ul style="list-style-type: none"> Handout: List of asthma triggers |
| Introduction to control of asthma triggers | • 20 m | <ul style="list-style-type: none"> State techniques to control asthma triggers | <ul style="list-style-type: none"> Asthma triggers Control method Barriers & facilitators to control | Video & dialogue | <ul style="list-style-type: none"> VCR Video <i>Controlando los factores del asma</i>, U.S. EPA, 2004 (section dealing with asthma triggers & control) |
| Control of asthma triggers: Dust | • 15 m | <ul style="list-style-type: none"> State that dust (dust mites) is one of the most common asthma triggers Demonstrate measures to control dust. | <ul style="list-style-type: none"> Dust control actions | Demonstration & dialogue | <ul style="list-style-type: none"> Examples of anti-allergic sheets & pillowcases |

| Activity | Time | Objectives (Participants will be able to:) | Content | Methodology | Materials (always have flipchart & markers) |
|---------------------------|--|---|--|--|---|
| Control of other triggers | <ul style="list-style-type: none"> • 45 m | <ul style="list-style-type: none"> • Demonstrate measures to control asthma triggers • Demonstrate relaxation/breathing exercises | <ul style="list-style-type: none"> • Green cleaning • Tenant rights • Breathing exercise | Dialogue, demonstration & practice | <ul style="list-style-type: none"> • Examples of “green cleaning” products • Pamphlet “<i>Asma: Tome el Control para Vivir una Vida Más Sana</i>” (Krames, 2004) • Handout: Methods of ‘green cleaning’ • Handout: Tenants & Landlords: Rights & Responsibilities |
| Closure | <ul style="list-style-type: none"> • 5 m | <ul style="list-style-type: none"> • State concerns & questions • Reinforce session content • Identify topic of next session | <ul style="list-style-type: none"> • Questions & answers about program, asthma management, triggers & control of them | Dialogue Homework assignment (reading from “ <i>Asma</i> ,” observe children & identify triggers, bring asthma action plan & peak flow meter [if have]) | <ul style="list-style-type: none"> • Pamphlet “<i>Asma: Tome el Control para Vivir una Vida Más Sana</i>” (Krames, 2004) |

Session 3: The Three Zones of an Asthma Action Plan

| Activity | Time | Objectives (Participants will be able to:) | Content | Methodology | Materials (always have flipchart & markers) |
|------------------------------------|---|---|--|------------------|---|
| Welcome & check-in | <ul style="list-style-type: none"> • 10 m. | <ul style="list-style-type: none"> • Identify questions, concerns & experiences with asthma management & the program | <ul style="list-style-type: none"> • Experiences during the week • Contact with coaches • Homework assignment | Dialogue | <ul style="list-style-type: none"> • Posters (asthma & respiratory system) • Lung model • Materials used in previous session |
| Introduction to asthma action plan | <ul style="list-style-type: none"> • 50 m | <ul style="list-style-type: none"> • State that the best way to control asthma is to have an action plan & follow it • State the meaning of the three zones & corresponding actions | <ul style="list-style-type: none"> • Purpose of plan • Experiences with plan • Examples of plans • Meanings of three zones & corresponding actions | Video & dialogue | <ul style="list-style-type: none"> • VCR Video <i>Su niño y el asma</i>, Kaiser Permanente & American Lung Association (section dealing with asthma action plan) • Asthma action plans |

| Activity | Time | Objectives (Participants will be able to:) | Content | Methodology | Materials (always have flipchart & markers) |
|--|--|--|--|--|--|
| <p>How do we know what zone a child is in? Introduction to peak flow & the action plan</p> | <ul style="list-style-type: none"> • 50 m | <ul style="list-style-type: none"> • State purpose of peak flow meters • Explain how to use peak flow meters • State what to do if child can not use peak flow meter (not available or too young) • State first signs of alert (caution) • State signs requiring immediate medical care | <ul style="list-style-type: none"> • Purpose of peak flow meters & relationship to plan • How to use peak flow meters • Actions to take for each zone of action plan • Use of asthma diary | <p>Video & dialogue Demonstration (if possible, with children familiar with use) Practice with coaches using asthma diary</p> | <ul style="list-style-type: none"> • VCR Video <i>Su niño y el asma</i>, Kaiser Permanente & American Lung Association (section on measuring peak flow) • Peak flow meters • Pamphlet “<i>Asma: Tome el Control para Vivir una Vida Más Sana</i>” (Krames, 2004) • Handout: Asthma Diary |
| <p>Closure</p> | <ul style="list-style-type: none"> • 10 m | <ul style="list-style-type: none"> • State concerns & questions • Reinforce session content • Identify topic of next session | <ul style="list-style-type: none"> • Questions & answers about program, asthma management, triggers & control of them | <p>Dialogue Homework assignment (reading from “<i>Asma</i>,” observe children & identify triggers; use & record peak flow; use asthma diary; bring list of asthma medications child uses; children do drawing of “This is me when I feel good.”)</p> | <ul style="list-style-type: none"> • Pamphlet “<i>Asma: Tome el Control para Vivir una Vida Más Sana</i>” (Krames, 2004) |

Session 4: Asthma Medications

| Activity | Time | Objectives (Participants will be able to:) | Content | Methodology | Materials (always have flipchart & markers) |
|---|---------|---|--|--------------------------|---|
| Welcome & homework review (children's drawings) | • 30 m | <ul style="list-style-type: none"> Describe their children's point of view regarding asthma Identify problems & solutions | <ul style="list-style-type: none"> Present & describe "This is me when I feel good." | Presentation & dialogue | <ul style="list-style-type: none"> Prizes for children |
| Check-in | • 10 m. | <ul style="list-style-type: none"> Identify questions, concerns & experiences with asthma management & the program | <ul style="list-style-type: none"> Experiences during the week Contact with coaches Homework assignment | Dialogue | <ul style="list-style-type: none"> Posters (asthma & respiratory system) Lung model Peak flow meters Action plans Materials used in previous session |
| Peak flow meter practice | • 15 m | <ul style="list-style-type: none"> State purpose of peak flow meters Demonstrate how to use peak flow meters | <ul style="list-style-type: none"> How to use peak flow meters Actions to take for each zone of action plan Use of asthma diary | Demonstration & practice | <ul style="list-style-type: none"> Peak flow meters Action plans Asthma diary |
| Introduction to asthma medications | • 15 m | <ul style="list-style-type: none"> Explain the difference between long-term control medications & quick-relief medications | <ul style="list-style-type: none"> Two types of medication; when & why to use them | Video & dialogue | <ul style="list-style-type: none"> VCR Video <i>El asma y su familia</i>, American Lung Association of New Jersey. (section on asthma medications) |

| Activity | Time | Objectives (Participants will be able to:) | Content | Methodology | Materials (always have flipchart & markers) |
|--------------------------|--|---|--|---|---|
| Quick-relief medications | <ul style="list-style-type: none"> • 40 m | <ul style="list-style-type: none"> • Explain the difference between long-term control medications & quick-relief medications | <ul style="list-style-type: none"> • Purpose of quick-relief medications • Participant experiences with quick relief • Appropriate techniques for use of quick-relief • Take long-term control medication even if child feels well | <p>Dialogue Reading from pamphlet Update action plan</p> | <ul style="list-style-type: none"> • Pamphlet “<i>Asma: Tome el Control para Vivir una Vida Más Sana</i>” (Krames, 2004) • Action plans |
| Closure | <ul style="list-style-type: none"> • 5 m | <ul style="list-style-type: none"> • State concerns & questions • Reinforce session content • Identify topic of next session | <ul style="list-style-type: none"> • Questions & answers about program, asthma management, medications & appropriate use | <p>Dialogue Homework assignment (reading from “<i>Asma</i>,”)</p> | <ul style="list-style-type: none"> • Pamphlet “<i>Asma: Tome el Control para Vivir una Vida Más Sana</i>” (Krames, 2004) |

Session 5: Asthma Medications and Devices for their Use

| Activity | Time | Objectives (Participants will be able to:) | Content | Methodology | Materials (always have flipchart & markers) |
|------------------------------|---|--|---|---|--|
| Welcome & check-in | <ul style="list-style-type: none"> • 10 m. | <ul style="list-style-type: none"> • Identify questions, concerns & experiences with asthma management & the program | <ul style="list-style-type: none"> • Experiences during the week • Contact with coaches • Homework assignment | Dialogue | <ul style="list-style-type: none"> • Posters (asthma & respiratory system) • Poster of types of inhalers • Lung model • Peak flow meters • Action plans • Materials used in previous session |
| Long-term control medication | <ul style="list-style-type: none"> • 30 m | <ul style="list-style-type: none"> • Explain the difference between long-term control medications & quick-relief medications • State the importance of long-term control medications in preventing asthma episodes | <ul style="list-style-type: none"> • Purpose of long-term control medications • Participant experiences with long-term control medications • Appropriate techniques for use of long-term • Take long-term control medication even if child feels well | Dialogue Reading from pamphlet Update action plan | <ul style="list-style-type: none"> • Pamphlet “<i>Asma: Tome el Control para Vivir una Vida Más Sana</i>” (Krames, 2004) • Action plans |

| Activity | Time | Objectives (Participants will be able to:) | Content | Methodology | Materials (always have flipchart & markers) |
|--|--|--|---|--|---|
| Making rain (Optional fun activity with children) | <ul style="list-style-type: none"> • 15 m | <ul style="list-style-type: none"> • Feel energized | | Circle movement activity | |
| Correct use of devices | <ul style="list-style-type: none"> • 60 m | <ul style="list-style-type: none"> • Demonstrate or explain the correct use, maintenance & clearing of medication devices: <ul style="list-style-type: none"> • Measured dose inhaler • Spacer • Nebulizer • Dry power inhaler | <ul style="list-style-type: none"> • Correct use of devices • Participant & children's experiences with devices | Video Dialogue Demonstration Reading from pamphlet | <ul style="list-style-type: none"> • VCR Video <i>El asma y su familia</i>, American Lung Association of New Jersey. (section on use & maintenance of devices) • Pamphlet "<i>Asma: Tome el Control para Vivir una Vida Más Sana</i>" (Krames, 2004) • Poster of types of inhalers • Handout: "<i>Para Niños: Tu Medicina para el Asma</i>" (Krames) • Prizes for children |
| Closure | <ul style="list-style-type: none"> • 5 m | <ul style="list-style-type: none"> • State concerns & questions • Reinforce session content • Identify topic of next session | <ul style="list-style-type: none"> • Questions & answers about program, asthma management, medications & appropriate use | Dialogue Homework assignment (prepare to discuss traditional/alternative medicines) | |

Session 6: Home Remedies & Traditional Medicines

| Activity | Time | Objectives (Participants will be able to:) | Content | Methodology | Materials (always have flipchart & markers) |
|---|---|--|--|-------------|--|
| Welcome & check-in | <ul style="list-style-type: none"> • 10 m. | <ul style="list-style-type: none"> • Identify questions, concerns & experiences with asthma management & the program | <ul style="list-style-type: none"> • Experiences during the week • Contact with coaches • Homework assignment | Dialogue | <ul style="list-style-type: none"> • Posters (asthma & respiratory system) • Poster of types of inhalers • Lung model • Peak flow meters • Action plans • Materials used in previous session |
| Home remedies & traditional medications | <ul style="list-style-type: none"> • 60 m | <ul style="list-style-type: none"> • State that few home remedies have been scientifically tested & some may be dangerous. • Explain the importance of discussing use of home remedies with their children's physician. • Identify fears regarding use of "modern" medications. | <ul style="list-style-type: none"> • Participant experiences with home remedies • Participant concerns about "modern" medication | Dialogue | |

| Activity | Time | Objectives (Participants will be able to:) | Content | Methodology | Materials (always have flipchart & markers) |
|------------------------------------|--|---|---|--------------------------|--|
| Optional energizer activity | <ul style="list-style-type: none"> • 15 m | <ul style="list-style-type: none"> • Feel energized | | | |
| Where are we & where are we going? | <ul style="list-style-type: none"> • 25 m | <ul style="list-style-type: none"> • State three things they have liked about the sessions so far • Suggest ways to improve the next sessions | <ul style="list-style-type: none"> • Participant experiences with sessions to date | Participatory evaluation | |
| Closure | <ul style="list-style-type: none"> • 10 m | <ul style="list-style-type: none"> • State concerns & questions • Reinforce session content • Identify topic of next session | <ul style="list-style-type: none"> • Questions & answers about program, asthma management, medications & appropriate use | Dialogue | |

Session 7: Barriers and Solutions; Communicating with School and Health Professionals

| Activity | Time | Objectives (Participants will be able to:) | Content | Methodology | Materials (always have flipchart & markers) |
|--|--------|--|--|-------------------------|--|
| Welcome & check-in | • 5 m. | <ul style="list-style-type: none"> Identify questions, concerns & experiences with asthma management & the program | <ul style="list-style-type: none"> Experiences during the week Contact with coaches Homework assignment | Dialogue | <ul style="list-style-type: none"> Posters (asthma & respiratory system) Poster of types of inhalers Lung model Peak flow meters Action plans Materials used in previous session |
| Barriers & solutions | • 45 m | <ul style="list-style-type: none"> Identify possible barriers to maintaining their children in the green zone of the action plan Identify possible solutions to the barriers | <ul style="list-style-type: none"> Economic, structural, informational & cultural/individual barriers | Picture game & dialogue | <ul style="list-style-type: none"> Colored paper |
| Our rights & responsibilities in asthma management | • 20 m | <ul style="list-style-type: none"> State their rights as clients of health services State their responsibilities as parents/caretakers of children with asthma | <ul style="list-style-type: none"> Patient rights & responsibilities | Dialogue & reading | <ul style="list-style-type: none"> Handout: "Rights & Responsibilities of People with Asthma" |

| Activity | Time | Objectives (Participants will be able to:) | Content | Methodology | Materials (always have flipchart & markers) |
|--|--|--|--|---|---|
| Your child with asthma & the school | <ul style="list-style-type: none"> • 20 m | <ul style="list-style-type: none"> • State the roles & responsibilities of students, parents & school personnel in relation to children with asthma | <ul style="list-style-type: none"> • Key issues to discuss with school health personnel | Dialogue & reading | <ul style="list-style-type: none"> • Handout: "Asthma & the School" |
| Applying our rights & responsibilities | <ul style="list-style-type: none"> • 25 m | <ul style="list-style-type: none"> • Demonstrate application of rights & responsibilities in communication with health & school personnel | <ul style="list-style-type: none"> • Participants' perceptions & experiences regarding communication with health & school personnel | Sociodrama: preparation for presentation next session | <ul style="list-style-type: none"> • Handout: "Norms for Carryout Sociodrama" • Costumes • Paper • Scissors • Materials for sociodrama |
| Closure | <ul style="list-style-type: none"> • 5 m | <ul style="list-style-type: none"> • State concerns & questions • Reinforce session content • Identify topic of next session | <ul style="list-style-type: none"> • Questions & answers about program, asthma management, medications & appropriate use | Dialogue | |

Session 8: Thinking about the Future; Closing Ceremony

| Activity | Time | Objectives (Participants will be able to:) | Content | Methodology | Materials (always have flipchart & markers) |
|---------------------------|--------|--|--|-------------------------|--|
| Welcome & check-in | • 5 m. | <ul style="list-style-type: none"> Identify questions, concerns & experiences with asthma management & the program | <ul style="list-style-type: none"> Experiences during the week Contact with coaches Homework assignment | Dialogue | <ul style="list-style-type: none"> Posters (asthma & respiratory system) Poster of types of inhalers Lung model Peak flow meters Action plans Materials used in previous session |
| Thinking about the future | • 20 m | <ul style="list-style-type: none"> State possible change in their children's action plan Identify possible barriers to complying with plan & possible solutions Identify resources for clinical services in cases where there is no medical insurance | <ul style="list-style-type: none"> Analysis of changing needs of children with asthma County health resources | Presentation & dialogue | <ul style="list-style-type: none"> Handout: <i>Guía de Servicios Comunitarios</i> Handout: Flyer for Bilingual Health Services Helpline Handout: Flyer for DHHS Helpline |
| Asthma review: The box | • 30 m | <ul style="list-style-type: none"> State correct asthma knowledge & asthma management practices in a fun setting | <ul style="list-style-type: none"> Review of asthma concepts & asthma management practices | Game with two teams | <ul style="list-style-type: none"> Box with asthma-related items |

| Activity | Time | Objectives (Participants will be able to:) | Content | Methodology | Materials (always have flipchart & markers) |
|-----------------------|---|--|----------------|--|--|
| Post-test | <ul style="list-style-type: none"> • 15 m | <ul style="list-style-type: none"> • [Project] Identify changes in asthma knowledge, self-efficacy & practices. | | Post-test | <ul style="list-style-type: none"> • Post-test |
| Evaluation of project | <ul style="list-style-type: none"> • 30 m | <ul style="list-style-type: none"> • [Project] Identify participants' satisfaction with project | | Satisfaction survey Game | <ul style="list-style-type: none"> • Satisfaction survey • Balloon |
| Celebration | <ul style="list-style-type: none"> • 30+ m | <ul style="list-style-type: none"> • Celebrate their achievements for completing sessions | | Presentation of sociodramas Presentation of certificate of completion | <ul style="list-style-type: none"> • Certificates |

Appendix A: Outline of Training Curriculum for Coaches

Three or four coaches reinforce the social support function of each group. Through weekly (or more frequent) phone calls as well as attendance at the educational sessions, they check in with participants, helping them to use a child’s asthma management plan and brainstorming actions to overcome any barriers to following the plan. The coaches are foreign-trained Latina nurses, who receive additional 16-hours training to carry out their roles in the project (see Table).

Table 1. General Outline of Coach Training

| | |
|--|--|
| <p>Introduction to the project</p> <ul style="list-style-type: none"> • Project goals, overview & important dates • Workshop goals • Roles, requirements, & responsibilities as coaches. • Questions & answers | <p>Social support</p> <ul style="list-style-type: none"> • Helping skills & attitudes • Positive communication • Phone calls • Confidentiality, privacy, & security • Using educational materials |
| <p>Review of asthma concepts</p> <ul style="list-style-type: none"> • Anatomy & physiology of asthma • Developing & using an asthma management plan • Managing asthma in the home • Asthma medications & their use • Traditional medicine • Asthma resources | <p>Review of parent/caregiver educational sessions curriculum</p> <p>Pre- & post-tests</p> |

¹ U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality. 2005 National Healthcare Disparities Report. Rockville, MD, 2005.

² U.S. Department Of Health And Human Services, Public Health Service, National Institutes of Health National Heart, Lung, and Blood Institute. *Practical Guide for the Diagnosis and Management of Asthma, Based on the Expert Panel Report 2: Guidelines for the Diagnosis and Management of Asthma*. Rockville, MD: NIH, NIH Publication No. 97-4053, October 1997.

³ U.S. Department Of Health And Human Services, Public Health Service, National Institutes of Health National Heart, Lung, and Blood Institute. *QuickReference. NAEP Expert Panel Report Guidelines for the Diagnosis and Management of Asthma—Update on Selected Topics 2002*. Rockville, MD: NIH, NIH Publication No. 02-5075, June 2002.

⁴ The following patient videos are used during the sessions: 1) *Wee Wheezers: Programa educativo sobre el asma para padres de niños pequeños*, Asthma and Allergy Foundation of America; 2) *Su niño y el asma*, Kaiser Permanente & American Lung Association; 3) *Controlando los factores del asma*, U.S. Environmental Protection Agency, March 2004; 4) *El asma y su familia*, American Lung Association of New Jersey.

⁵ Print materials used in the sessions and distributed to participants include: 1) *Asma: Tome el Control para Vivir una Vida Más Sana*, Krames; 2) *Todo sobre mi Asma*, Krames; 3) *Tu Medicina para el Asma*, StayWell.