Navigating the Health Care System
Adolescent Health Literacy Curriculum

Facilitator’s Guide
# Table of Contents

Welcome! ...................................................................................................................................................... 4

Before You Begin: Planning Prompts ........................................................................................................ 4

Contact Us ................................................................................................................................................. 5

Curriculum Links ............................................................................................................................................ 6

Module 1: Introduction ............................................................................................................................... 10

Preparing to Present .................................................................................................................................. 10

Introductory Video (Slides 1-2; Workbook Page 2) ................................................................................ 11

Words Worth Knowing (Slide 3; Workbook Pages 2-3) ........................................................................... 13

Your Interpretation (Slides 4-6; No Workbook Pages) ........................................................................... 14

Self-Advocacy- How Do You Make a PB & J Sandwich? (Slide 7; No Workbook Pages) ......................... 15

Qualities of a Self-Advocate (Slide 8; Workbook Page 3) ....................................................................... 16

What’s a Primary Care Physician? (Slide 9; Workbook Page 4) .............................................................. 18

Why & How Do I Find a PCP? (Slides 10-12, Workbook Pages 4-5) ....................................................... 19

Other Places to Get Care (Slides 13-16; Workbook Pages 5-6) .............................................................. 22

Where Do I Go? (Slides 17-18; Workbook Page 6) ................................................................................. 27

Family Health History (Slides 19-20; Workbook Pages 6-7) .................................................................... 29

Module Conclusion (Slide 21; Workbook Page 9) ................................................................................... 32

Module 2: Understanding Your Medical History ........................................................................................ 33

Preparing to Present .................................................................................................................................. 33

Module Introduction (Slide 1; Workbook Page 14) ................................................................................ 34

Describing Symptoms (Slide 2; Workbook Page 14) ............................................................................. 35

Allergies & Diagnoses (Slide 3; Workbook Pages 14-15) ....................................................................... 37

Responsible Use of Prescription & OTC Drugs (Slide 4, Workbook Page 15) ......................................... 38

Reading Drug Labels (Slides 5-7; Workbook Page 16) ............................................................................ 39

Vaccines (Slides 8-15; Workbook Page 17) ............................................................................................. 41

Module Conclusion (Slide 16; Workbook Page 18) ................................................................................. 44

Module 3: Insurance and Privacy ................................................................................................................ 45

Preparing to Present .................................................................................................................................. 45

Module Introduction (Slide 1, Workbook Page 22) ................................................................................. 46

Types of Insurance (Slides 2-6; Workbook Pages 22-23) ........................................................................ 47

Types of Insurance: Slides 2-7 Workbook Pages 22-23 ........................................................................... 48
Welcome!

Welcome to the Facilitator’s Guide for Navigating the Health Care System, an adolescent health literacy curriculum created by the Nemours Children’s Health System. We created this document to serve as a dashboard for learning and presenting the curriculum. Links to all curriculum materials are embedded within the document.

This Facilitator’s Guide is one document within a suite of materials that, collectively, make up the Navigating the Health Care System adolescent health literacy curriculum. An overview of Navigating the Health Care System is available HERE. Links to the full suite of curriculum materials are available in the Curriculum Links section of this document.

The Before You Begin section (below) provides planning prompts that will help you prepare to use the curriculum.

Each module begins with an introduction that itemizes module topics, required downloads, optional downloads, and other materials.

Each discussion or activity segment contains key concepts, vocabulary, images of each presentation slide- along with sample scripts, instructions, corresponding pages in the Participant Workbook, and links to required and optional downloads.

Language Considerations:

- Though most of the materials are available in Spanish, the curriculum is best suited for facilitators who are fluent in English- since many key documents have not yet been translated (examples- Facilitator’s Guide, speaker’s notes within the PowerPoint slide decks for each module, demonstration videos, training videos, videos used during presentations, answer keys, and optional activities).

- The curriculum can be used with Spanish speaking participants, though (as stated in the bullet above), not all presentation materials have been translated. Presenters wishing to use the curriculum with Spanish speaking participants may need to modify the lesson plans and how content is presented. For example, if a video with English speakers is shown, the presenter may need to translate and explain.

- Nemours Children’s Health System has not evaluated the curriculum when presented using Spanish versions of materials. Published evaluation findings reflect use of English versions of materials.

Before You Begin: Planning Prompts

1. **Will you be using the optional Pre-Test and Post-Test?** If so, remember to plan time before or during Module 1, and during or after Module 4 to administer the tests. (Blank pre-tests in English and Spanish and the blank answer key are in the Module 1 Materials Zip Folder. Blank post-tests in English and Spanish and the blank answer key are in Module 4 Materials Zip Folder.)
2. **How will participants view and use the Participant Workbook?**
   - **Printed Version**
     - Do you plan to print and distribute paper copies of the PDF? If so, decide ahead of time if you will print all four modules and distribute them at once, or if you will print and distribute them one module at a time.
     - If you print and distribute all four modules at once, will you store the workbooks for your participants or will they be expected to bring them back for each session?
     - Calculate how many copies you need in each available language (English and Spanish).
     - If you distribute paper copies, be sure to encourage participants not to write private information about themselves or their families in the workbook.
   - **Viewing the PDF Version**
     - If you opt to have participants view the workbook on laptops or tablets instead of printing copies, remember that the PDF is not fillable. Participants will be able to view the content for discussion purposes, but they will not be able to fill in responses.
     - Consider whether you need to send participants PDFs of the English version, Spanish version, or both versions.
   - **Digital, Fillable Versions of Workbook Activities**
     - Digital versions of each activity are **AVAILABLE HERE**. Simple instructions tell presenters how to select the activity (or activities) and email them to participants, and tell participants how to return the activity (or activities) to presenters. Data are transmitted through Nemours’ server but responses are not stored on the server, eliminating privacy concerns.
     - If assigning activities digitally, you will need email addresses for participants. Plan accordingly. In addition, remember to plan time to send activities, and remember to set deadlines for participants to return them.

3. **Will you have internet access during the presentation?** Videos embedded in PowerPoint slides will not play unless you have internet access. If you will not have internet access, remember to download the videos to the computer/laptop you’ll be using to present the module, along with slides and other materials. Videos are **AVAILABLE HERE- SEE “CLASSROOM AND TRAINING VIDEOS” FOLDER**. (You will need to be a registered user, and signed in for this link to work.)

4. **For each session, you will need to project the PowerPoint presentation slides onto a screen.** Plan ahead to ensure that your presentation space has the equipment you’ll need (i.e. a projector, any equipment or technology to connect your computer to the projector, a screen or clean, flat wall to project on). Test the connections etc. ahead of each session to be sure everything works properly.

**Contact Us**
We welcome and encourage feedback from our User Community! Please email us at NTHCS@nemours.org with questions, comments and suggestions.
Curriculum Links
The full suite of Navigating the Health Care System materials is available at

The Full Curriculum is accessible to users once they have registered as a user on the website and agreed to the terms and conditions. (You will need to be a registered user, and signed in for most of the links in this document to work.)

The curriculum is organized into the following folders:

1) Module 1 Zip File contains the following files:
   a) NTHCS Pre-Test
   b) NTHCS Pre-Post Answer Key*
   c) Participant Workbook
   d) Module 1 Presentation Slides
   e) Where Do I Go?- Version 1- Answer Key*
   f) Where Do I Go?- Version 2- Scenario Cards
   g) Where Do I Go?- Version 2- Wall Signs*
   h) Where Do I Go?- Version 2- Answer Key*
   i) Family Health History Interview
   j) Take-Home Checklist: A To-Do List for Owning Your Own Health
   k) Sub-Folder: Example Drawings for “Your Interpretation” Activity
      i) Example 1*
      ii) Example 2*
      iii) Example 3*
      iv) Example 4 *

WHAT’S NOT IN THE MODULE 1 ZIP FILE:

- The link to the digital version* of each activity is AVAILABLE HERE. Simple instructions tell presenters how to select the activity (or activities) and email them to participants, and tell participants how to return the activity (or activities) to presenters. Data are transmitted through Nemours’ server but responses are not stored on the server, eliminating privacy concerns.

- Videos associated with Module 1* have to be downloaded separately, via Vimeo. Videos are AVAILABLE HERE- SEE “CLASSROOM AND TRAINING VIDEOS” FOLDER. Module 1 contains 8 videos: 1 Classroom Video and 7 Training Videos. The Classroom Video is embedded in the Presentation Slides for Module 1. It should play from the slides as long as you are connected to the internet while presenting. If you will not have internet access during the session, download this video to your computer ahead of time and play the saved version rather than the embedded version.

*Only available in English.
2) Module 2 Zip File contains the following files:
   a) Participant Workbook
   b) Module 2 Presentation Slides
   c) Rx and OTC Drugs- Version 1- Signing Up for Kahoot! for quiz*
   d) Rx and OTC Drugs- Version 1- Using Kahoot! for quiz*
   e) Rx and OTC Drugs- Version 2- Instructions, Scenarios, and Answers
   f) Rx and OTC Drugs- Version 2- Game Cards
   g) Rx and OTC Drugs- Version 2- Answer Key*
   h) Reading OTC Drug Labels- Version 1- Answer Key
   i) Reading OTC Drug Labels- Version 2- Questions
   j) Reading OTC Drug Labels- Version 2- Answer Key
   k) Reading OTC Drug Labels- Version 2- Sample Label* (matches participant workbook, page 16)
   l) Take-Home Checklist: A To-Do List for Owning Your Own Health

WHAT’S NOT IN THE MODULE 2 ZIP FILE:
   - The link to the digital version* of each activity is AVAILABLE HERE. Simple instructions tell presenters how to select the activity (or activities) and email them to participants, and tell participants how to return the activity (or activities) to presenters. Data are transmitted through Nemours’ server but responses are not stored on the server, eliminating privacy concerns.
   - Videos associated with Module 2* have to be downloaded separately, via Vimeo. Videos are AVAILABLE HERE- SEE “CLASSROOM AND TRAINING VIDEOS” FOLDER. Module 2 contains 5 videos: 1 Classroom Video and 4 Training Videos. The Classroom Video is embedded in the Presentation Slides for Module 2. It should play from the slides as long as you are connected to the internet while presenting. If you will not have internet access during the session, download this video to your computer ahead of time and play the saved version rather than the embedded version.

*Only available in English.

3) Module 3 Zip File contains the following files:
   a) Participant Workbook
   b) Module 3 Presentation Slides
   c) Health Insurance Vocabulary Activity- Blank Worksheet*
   d) Health Insurance Vocabulary Activity- Answer Key*
   e) Reading Insurance Cards Activity- Version 1- Answer Key*
   f) Reading Insurance Cards Activity- Version 2- Sample Cards
   g) Reading Insurance Cards Activity- Version 2- Blank Worksheet*
   h) Reading Insurance Cards Activity- Version 2- Answer Key*
   i) Reading Insurance Cards Activity- Version 3- Sample Cards with Blank Worksheet
   j) Take-Home Checklist: A To-Do List for Owning Your Own Health

WHAT’S NOT IN THE MODULE 3 ZIP FILE:
- The link to the digital version* of each activity is AVAILABLE HERE. Simple instructions tell presenters how to select the activity (or activities) and email them to participants, and tell participants how to return the activity (or activities) to presenters. Data are transmitted through Nemours’ server but responses are not stored on the server, eliminating privacy concerns.

- Videos associated with Module 3* have to be downloaded separately, via Vimeo. Videos are AVAILABLE HERE- SEE “CLASSROOM AND TRAINING VIDEOS” FOLDER. Module 3 contains 4 videos: 1 Classroom Video and 3 Training Videos. The Classroom Video is embedded in the Presentation Slides for Module 3. It should play from the slides as long as you are connected to the internet while presenting. If you will not have internet access during the session, download this video to your computer ahead of time and play the saved version rather than the embedded version.

*Only available in English.

4) Module 4 Zip File contains the following files:
   a) Participant Workbook
   b) Module 4 Presentation Slides
   c) Scheduling an Appointment- Worksheet
   d) Scheduling an Appointment- Answer Key
   e) Do’s & Don’ts During the Visit- Answer Key*
   f) Completing Registration Forms- Scenario- Chris
   g) Completing Registration Forms- Scenario- Elle
   h) Completing Registration Forms- Scenario- Levi
   i) Completing Registration Forms- Checklist
   j) Completing Registration Forms- Answer key
   k) Take-Home Checklist: A To-Do List for Owning Your Own Health
   l) NTHCS Post-Test
   m) NTHCS Answer Key*

WHAT’S NOT IN THE MODULE 4 ZIP FILE:
- The link to the digital version* of each activity is AVAILABLE HERE. Simple instructions tell presenters how to select the activity (or activities) and email them to participants, and tell participants how to return the activity (or activities) to presenters. Data are transmitted through Nemours’ server but responses are not stored on the server, eliminating privacy concerns.

- Videos associated with Module 4* have to be downloaded separately, via Vimeo. Videos are AVAILABLE HERE- SEE “CLASSROOM AND TRAINING VIDEOS” FOLDER. Module 4 contains 3 videos: 0 Classroom Videos and 3 Training Videos.

*Only available in English.

5) The Facilitator’s Guide folder contains the following files:
   a) Facilitator’s Guide (this document)

6) The Classroom and Training Videos folder contains the following files:
a) A video index, by module, with clickable links to each video. Videos are stored on https://vimeo.com/ and are password protected. The password to for all videos is nthcs. (All lower case letters.)

7) The Optional Review Activities folder contains the following sub-folders and files:
   a) Did You Get The Gist?
      i) Did You Get The Gist- Instructions*
      ii) Did You Get The Gist- Blank Worksheet*
   b) Jeopardy
      i) Health Literacy Jeopardy- game*
      ii) Jeopardy Answer Key*
   c) ZAP!
      i) ZAP! Instructions for Presenter*
      ii) ZAP! Game Cards*
      iii) ZAP! Answer Key*

WHAT’S NOT IN THE OPTIONAL REVIEW ACTIVITIES FOLDER:
   - The training video for the ZAP! Review Game* has to be downloaded separately, via Vimeo.

*Only available in English.
Module 1: Introduction

Preparing to Present

Module Time: Modules 1 and 2 can be presented in approximately 90 minutes- not including the optional pre-test. However, the time is not evenly split. Module 1 takes approximately 60 minutes and Module 2 takes approximately 30 minutes. It is not necessary to complete all of Module 1 during one session. Content remaining at the end of a session can be presented with Module 2 Content. (If you are administering optional pre-tests to participants, allow approximately 15 minutes.)

This Module Covers:
- Introduction to Navigating the Health Care System
- Definition of Health
- Self-Advocacy
- Types of Care: Primary Care, Specialists, Urgent Care and Emergency Department
- When to Use Each Type of Care
- Choosing a Primary Care Doctor
- Family Health History

Unless a separate link is provided, all required and optional downloads listed below are available in the Module 1 Zip File. Materials are accessible to users once they have registered as a user on the website and agreed to the terms and conditions. You will need to be a registered user, and signed in for most of the links in this document to work.

Required Downloads:
- Participant Workbooks
- Module 1 Presentation Slides (Sample script for presenters and instructions are included in the Speakers Notes on each slide.)
- Materials for the “Where Do I Go?” activity- There are 2 versions. Materials are bulleted in the Optional Downloads section, below. Select the version that best meets your needs.
- Family Health History Interview

Optional Downloads:
- For “Your Interpretation” activity- Example illustrations from past participants
- Where Do I Go- Version 1 answer key* (questions/scenarios are in Participant Workbook, page 6)
- Where Do I Go- Version 2- Scenario Cards
- Where Do I Go- Version 2- Wall Signs*
- Where Do I Go- Version 2- Answer Key*
- Video Clip- ZocDoc Insurance Commercial – only needed if the version of the video that is embedded in the PowerPoint does not work. (Internet access is required to play the embedded video. If you will not have internet access, please download the video from this link in advance and save it so that you can access it during your presentation.) CLICK HERE to access video- See Links to Classroom and Training Videos folder.
- Take-Home Checklist: A To-Do List for Owning Your Own Health
- Pre-Tests and Answer Key*- only needed if you are pre/post testing your participants
- Digital Version of Participant Workbook Activities*
*Only available in English.

Required Materials:
- Scrap Paper
- Markers/Colored Pencils/Crayons
- Newsprint/Chart Paper (one sheet per small group)
- Tape

Introductory Video (Slides 1-2; Workbook Page 2)
Links to Classroom & Training Videos

Important Concepts:
- What the program is about
- Why it’s important to have the information and skills presented in this program

Important Vocabulary Words:
- (none)

Slide 2
(No screen shot- Slide 1 is a video.)

Presenter Instructions & Script:
- Distribute participant workbooks before playing the video
  - Hand out participant workbooks if using printed copies of PDF. Explain expectations- will you hold the workbooks between each session or are participants expected to bring them to each session? Instruct participants not to write personal information in the book in case it lost or misplaced.
  - If viewing the workbook on computers, have participants open the document.

SAMPLE SCRIPT:

“Today we are starting a unit about successfully navigating the healthcare system. It might seem like this is not something you need right now, but before you know it, you will be dealing with healthcare related issues on your own. We are going to start with a video clip.”
• Play video clip: ZocDoc Insurance Commercial (Length: 26 seconds)
  o (Video shows an adult trying to check in for a medical appointment while her child is crying and in pain, and while the medical receptionist is using confusing health care words the woman doesn’t understand.)

Presenter Instructions & Script:
• Debrief of the video- Be sure to really push the “why” with participants and give them perspective; in a few years they are going to have to do a lot of this on their own (if they don’t do some of it on their own already!) This program will help them understand concepts that can be confusing to many adults.

SAMPLE SCRIPT:

“You saw in the video clip that even adults struggle with health care information. We will be spending the next few lessons learning about doctors, insurance, family history, and what you need to know when going to the doctor so you will have the knowledge and skills to take care of your own health needs.”

• Have participants turn to page two of workbook. Review content in the Introduction section. Participants are asked to describe what they think health is; have them share responses aloud.
• Administer pre-test (if using)
  o If you are using the pre-test, explain that you will be collecting information from them at the beginning and end of the sessions as a way to see if what, and how much, they have
learned about managing their own health care. Instruct participants not to write their names on the pre-test. If you plan to share the group results with them, let them know.

**Words Worth Knowing (Slide 4; Workbook Pages 2-3)**

**Slide 4**

**Important Concepts:**
- The relationship between health, health care, health literacy, and self-advocacy

**Important Vocabulary Words:**
- Health
- Health Care
- Health Literacy
- Self-Advocacy

**SAMPLE SCRIPT:**

“There are four vocabulary words that will come up multiple times throughout this program: health, health care, health literacy, and self-advocacy. Look at pages two and three in your workbook. Find the definition of each vocabulary word and mark it in your book—underline, circle, highlight, etc. You are going to use these words and definitions for the next activity. Let’s take about three minutes to find the definitions of these words in your workbooks.”
Important Concepts (slides 5-6):
- The relationship between health, health care, health literacy, and self-advocacy

Important Vocabulary Words (slides 4-6):
- Health
- Healthcare
- Health Literacy
- Self-Advocacy

Presenter Instructions & Script:
1. Organize participants into small groups (2-3 participants per group). Have participants bring pens, markers and scrap paper.
2. Instruct participants to write/draw/map (concept map) describing their understanding of the relationship between the four vocabulary words (health, health care, health literacy, self-advocacy). Suggest that participants brainstorm before they begin drawing.
3. Encourage use of color since each concept map will be hung on the walls and shared with other groups.
4. Optional: Show examples from other groups to give your participants some ideas. (Four examples are provided in the Module 1 Zip File.)
5. When they are finished, one participant from each group will hang the poster on the wall. (Allow about 7 minutes for each group to create its concept map.)
**Presenter Instructions & Script:**

1. Keep participants in small groups.
2. Have participants look at all of the concept maps hung on the walls. Ask them to notice similarities and differences.
3. Have each small group develop one statement that describes the class’s understanding of the relationship between the four vocabulary words.
4. Have small groups share their statements with the large group. (This portion of the activity—creating summary statements—should be limited to about 8 minutes, since the entire activity should take about 15 minutes.)

**SAMPLE SCRIPT:**

“You will see these connected concepts throughout the unit because they are vital to taking care of your health needs.”

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**Self-Advocacy - How Do You Make a PB & J Sandwich? (Slide 7; No Workbook Pages)**

**Slide 7 (animated slide)**

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Important Concepts:
- The importance of self-advocacy and clear communication

Important Vocabulary Words:
- Self-Advocacy

Presenter Instructions & Script:
1. This is an animated slide. At the first animation, ask the participants:

   "Does everyone make their PB&J the same way? How would someone else know how to make your perfect PB&J?" At the second animation, ask the participants-
   "How does this relate to self-advocacy and health care? We’re about to find out!"

2. Separate participants into pairs, or groups of three if needed.
3. Instruct participants to tell their partner(s) how they would make a PB&J sandwich. Encourage them to go into detail including the type of ingredients and the order in which they make the sandwich. (Allow about 3 minutes for this.)
4. Call on three participants to share, in detail, how they make a PB&J sandwich.
5. Refer back to the original questions, saying:

   "So, DOES everyone make their sandwich the same way? How do you need to communication in order for someone else to make you your PERFECT sandwich?" Make the point that clear communication and self-advocacy are the key to getting the sandwich you want, in this activity, and the health care you want, in real life."

   Transition to next activity:
   "You are all different, and just like everyone has a particular way of making a PB&J sandwich, everyone has their own specific health needs. Unfortunately, doctors are not mind readers so they are not going to know what you need unless you advocate for yourself. Don’t assume they can tell how you are feeling just by looking at you. It’s your job to be prepared to give details to help your doctors help you."

Qualities of a Self-Advocate (Slide 8; Workbook Page 3)

Links to Classroom & Training Videos
Important Concepts:
- The qualities of a good self-advocate

Important Vocabulary Words:
- Self-Advocacy

Presenter Instructions & Script:
1. This is an animated slide. The activity aligns with the Self-Advocacy content in the Participant Workbook on page three.

   SAMPLE SCRIPT:
   
   “We’re going to talk a little more about self-advocacy, starting with the definition on page three of your workbook.”

2. Give participants time to read the definition and then read it aloud or paraphrase it for the group.

   “Does this definition make sense? Especially when you think about the PB&J sandwich activity we just did?”

3. Allow time for responses.

   “OK, so let’s move on look at what it takes to be a good self-advocate.”
   - Animation #1: “Qualities of a Good Self-Advocate” table. “This same table is on page three of your workbook.”
   - Animation #2: “Put a start next to the self-advocate qualities you already have.”
   - Animation #3: “Put a check next to the self-advocate qualities they want to work on. Then, when you’re finished, take a look at the tips on the bottom of page three and circle at least one that will help you develop the self-advocate qualities you want to work on.”
4. Call on three participants to share the tip they highlighted or underlined. Ask other participants to raise their hands if they chose the same tip. If participants are hesitant to share, give make up your own example to get things started.

**Transition to next activity:**

“Being a strong self-advocate can help you be health literate; these skills are necessary to understand what the doctor is telling you and for you to be able to tell the doctor what you are feeling/experiencing. These self-advocacy qualities will make it easier for you to navigate the healthcare system and help you get the best care possible.”

**What’s a Primary Care Physician? (Slide 9; Workbook Page 4)**

**Links to Classroom & Training Videos** (and access to video instructions for this activity and the content related to Health Care Options [Slides 9-18])

**Slide 9 (animated slide)**

**Primary Care Physician (PCP)**
- Pediatrician - Children
- Internist - Adults
- Family/General - Everyone

Regular health care appointments along with sick visits

**Important Concepts:**
- Types of primary care physicians

**Important Vocabulary Words:**
- Primary Care Physician (PCP) – (Slides 9-13)
- Pediatrician
- Internist
- Family Doctor / General Practitioner
**Presenter Instructions & Script:**

1. This is an animated slide. The activity aligns with the “Primary Care Physician” content in the Participant Workbook on page four.

**SAMPLE SCRIPT:**

- **Animation #1:** “Health care is full of acronyms. One you will probably hear a lot is PCP, which stands for primary care physician. One type of primary care physician is a pediatrician. Raise your hand if you go to a pediatrician.” (Allow time for participants to raise hands). “What population visits a pediatrician?” (Answer: children/young adults) “If you go to a pediatrician, do you know how long (age wise) they will see you?” (Answer: depends on the pediatrician, some are 18, others are 21, or until you finish college)

- **Animation #2:** “An internist, family (or general) doctor, and dentist are also considered primary care physicians. Do you know what population typically visits an internist?” (Answer: adults)

- **Animation #3:** What about a family (or general) doctor? (Answer: everyone)

- **Animation #4:** Why do we even need to see a PCP in the first place? (Answer: to get a physical, regular check-ups, because we are sick, need a vaccine)

“Once you have a doctor, it’s important to save their contact in your phone. You’re teenagers. You’re not with your parents or guardians all the time. If you get hurt or sick while you’re out with your friends, you may need that number and the last thing you’ll want to do is track down your parents or guardians to get the information. By a show of hands, let’s see how many of us have our PCP’s information saved in our cell phones. If you have your cell phone nearby, look in your contacts or search for the word doctor.” Make a comment about the number of hands that are raised. Something like...“Ok, so about (a third, half, etc.) of you have your PCP saved in your phone. So for the rest of you, you have homework. 😊”

“For nerdy health care fun, you can randomly ask the adults here or at home to pull out their phones and give you a ballpark of how many doctor phone numbers they have saved in their contacts. You’ll probably be surprised at how many doctors adults have saved. I probably have close to ten myself—primary care for me; pediatrician for my kids; adult dentist; kids’ dentist; specialist and surgeon for an injury; dermatologist; probably some others I can’t think of. The point I’m making is that having these numbers on hand is part of becoming an adult and being responsible for your health and your health care.” (This is optional. Use an anecdote or skip this item if you don’t feel comfortable sharing personal information. If you do share, keep the information general- do not share the specifics of any health care issues.)
Why & How Do I Find a PCP? (Slides 10-12, Workbook Pages 4-5)

Links to Classroom & Training Videos (and access to video instructions for this activity and the content related to Health Care Options [Slides 9-18])

Slide 10 (animated slide)

Important Concepts:
- Importance of having, and liking/trusting, a Primary Care Physician (PCP)

Presenter Instructions & Script:
1. This is an animated slide. The activity aligns with the Primary Care Physician content in the Participant Workbook on pages four and five.

   **SAMPLE SCRIPT:**

   **Animation #1:** “So…. why is it important to HAVE a PCP? And why is important to find a PCP you like and trust, not just going to any random doctor? Let’s brainstorm some reasons out loud.”

   *Take a look at that the “Why Should You Have a Doctor” section on page four of the workbook for some ideas to get you started. Who wants to share?”*

2. Stay on Animation #1 as participants share ideas. Advance to Animations 2 and 3 once the group has given handful of answers.
3. Scroll through **Animations #2 and #3** as you recap participant responses:

   “Going to the same doctor for your care instead of a random doctor every time has benefits. So, does liking and trusting that doctor. When you see the same doctor every time you go in, her/she can provide better care because they have notes from your past visits and can monitor changes in your health over time. When you like and trust your doctor, you’re more likely to trust his/her advice. When you like and trust your doctor, you’re more likely to be comfortable sharing personal information about yourself and what’s going on in your life.” *(Add in other good answers given by participants, if needed.)*
Important Concepts:

- Ways to find a Primary Care Physician (PCP) you like and trust (slides 11-12)

Presenter Instructions & Script:

1. This is an animated slide. The activity aligns with the Primary Care Physician content in the Participant Workbook on pages four and five.

   **SAMPLE SCRIPT:**

   **Animation #1:** “We listed reasons why it’s important to have a PCP, and why it’s important to like and trust your PCP.... but how can you find a primary care physician that you trust and can visit for a long period of time? Let’s brainstorm some reasons out loud. Take a look at that the “Finding the Right Doctor” section on page four of the workbook for some ideas to get you started. Who wants to share?”

2. Stay on Animation #1 as participants share ideas. Advance to Animations #2 and #3 once the group has given handful of answers.

3. Scroll through **Animations #2 and #3** as you recap participant responses:

   “A good starting point is to check your insurance website to get a list of doctors that accept your insurance. The website will be listed on your insurance card. Once you have a list, you can Google the ones that are nearby or interest you for other reasons and read their bios. You can ask your friends and family if they know and like any of the doctors on your list. Or you can call the offices and ask them questions to get a vibe for the office—Hi, is Dr. XYZ taking new patients? Does he/she see many teenagers? Ask a few questions about whatever is important to you.” *(Add in other good answers given by participants, if needed.)*
Presenter Instructions & Script:

1. The slide aligns with the “Questions to Consider” content in the Participant Workbook on page five.

2. Participants appreciate hearing relevant examples from presenter. As you prepare to present this slide, think about whether you have any anecdotes related to choosing a doctor or navigating the health care system. If you’re comfortable sharing, plan to include them in your presentation. One NTHCS presenter likes to share that she really likes her PCP but that the staff at the office are miserable. The presenter shares that she puts up with the miserable staff because she knows it’s hard to find a great doctor and she doesn’t want to switch practices.

**SAMPLE SCRIPT:**

“Think back to our PB&J activity. Some people liked white bread while others preferred whole wheat and some people liked grape jelly while others would rather have strawberry. Just like our differences in sandwiches, we are all a little different when it comes to what we want from a doctor. Look at the chart at the top of page five in your workbook. In this chart, you will find multiple questions to consider when choosing a new primary care physician. Read through the questions on your own and star at least one question that represents what is really important to you when selecting a PCP.” (Allow a few moments for participants to review the list and make selections before continuing.)

3. Have a few participants share what’s important to them. Share your own priorities with the group if you are comfortable doing so.

“Keep your preference in mind as you start taking charge of your own health care. Just like you find favorite stores or restaurants you give your business to, you’ll do the same with doctors and their offices.”
Other Places to Get Care (Slides 13-16; Workbook Pages 5-6)

Links to Classroom & Training Videos (and access to video instructions for this activity and the content related to Health Care Options [Slides 9-18])

Slide 13

**Specialist**

A doctor who has special knowledge and skills relating to a particular area of medicine.

**Sometimes need a referral from a PCP**

**Important Concepts:**

- Reasons someone would need to see a specialist

**Important Vocabulary Words:**

- Specialist
- Referral

**Presenter Instructions & Script:**

1. The slide aligns with the “Specialist” content in the Participant Workbook on page five.

**SAMPLE SCRIPT:**

“We’ve already discussed that your primary care physician is where you go for regular care. But what happens when you need care that your PCP cannot provide? There are other places you may need to go to take care of your health needs. If you need care for a more specific health need, you might need to see a specialist. A specialist is a medical doctor that has completed advanced education in a particular branch of medicine.”

“It is important to visit your primary care physician first, but sometimes they might not be able to help you with a health issue so they will send you to a specialist. Many insurance companies require a formal referral from your PCP in order for them to cover the specialist’s services. If you show up to the specialist’s office without a referral and your insurance company requires one, you might not be able to be seen—which is a HUGE waste of your time. Even if you never needed a referral before, it’s best to always double check in case the rules have changed...because the rules in health care and insurance are always changing. You can call your insurance company to ask or look at your insurance company’s website. (The phone number and website are on your insurance card.) Or you can call the specialist’s office and say something like.... My doctor wants me to see Dr. XYZ. I have XYZ insurance. Before I schedule the appointment, can you tell me whether I’ll need a referral? If I do need a referral, will you connect with my PCP for the referral or is there something I need to do? I want to be sure I have everything I need for the appointment.”
Important Concepts:
- Reasons to use urgent care instead of your PCP

Important Vocabulary Words:
- Urgent care (slides 14 and 15)

Presenter Instructions & Script:
1. The slide aligns with the “Urgent Care Clinics” content in the Participant Workbook on page six.
2. This is an animated slide.

**SAMPLE SCRIPT:**

*Animation #1*: “An urgent care center is another place you might go to take care of your health needs. Urgent care centers have become increasingly popular as a convenient option for health care. An urgent care center provides treatment for many conditions including cold or flu-like illness, cuts and lacerations, sports injuries, and eye or ear problems. What is the name of an urgent care center near us?”

3. Forward to *Animation #2* as participants provide responses. Add to their responses as needed and/or give hints to get them started. *(Answers may include urgent care facilities such as: MedExpress, Minute Clinic, Walgreens/CVS clinics, Abby GoCare, etc.)*

*Animation #3*: “Many people are choosing urgent care centers because they are open during times when a traditional doctor’s office is not. They are also a convenient option for when you are sick or injured and you cannot get a timely appointment with your PCP.”
Important Concepts:

- How to find an urgent care location near you

Presenter Instructions & Script:

1. The slide aligns with the “Urgent Care Clinics” content in the Participant Workbook on page six.
2. This is an animated slide.

**SAMPLE SCRIPT:**

*Animation #1:* “If you do not know where the urgent care centers are located around here, or if you are traveling out of this area and need to find an urgent care center close to you, you can use this urgent care locator resource (www.urgentcarelocations.com). This resource is not printed in your workbook, so you all need to copy it down on page six next to the title ‘Urgent Care Clinics’. Better yet, bookmark it in your cell phones right now! (Remember how we already talked about saving information in your phone as a way to save time and frustration when you’re sick or injured? Here’s another thing to save.) All you have to do is type in where you are and this site will search for the centers closest to you.”

3. Scroll forward to **Animation #2** as you speak. Animation 2 is a screenshot of the urgentcarelocations.com home screen.
Important Concepts:
- Reasons to use the emergency department

Important Vocabulary Words:
- Emergency Department / Emergency Room

Presenter Instructions & Script:
1. The slide aligns with the “When to Go to the Emergency Department” content in the Participant Workbook on page five.

**SAMPLE SCRIPT:**

“The Emergency Department, sometimes also known as the Emergency Room, is open twenty-four hours a day, every day of the year. As convenient as this is, it is only meant to be used for serious or life-threatening illnesses or injuries such as difficulty breathing, very high fever, severe burns, and uncontrollable bleeding. A minor toothache is not a problem you should be taking to an Emergency Department. What are some other health issues that don’t belong in the Emergency Department?” (Take a few answers, and then continue.)

“The Emergency Department is an expensive trip - sometimes $150 or more even WITH insurance! It is also very busy and you are likely to wait a long time to be seen, even though hospitals are working hard to reduce Emergency Department wait times. In addition, Emergency Department doctors don’t normally provide any follow up care. This is why it is better to go to an urgent care center or your PCP unless it is truly a life-threatening emergency.”
Where Do I Go? (Slides 17-18; Workbook Page 6)

Links to Classroom & Training Videos (and access to classroom demonstration of this activity, video instructions for this activity, and the content related to Health Care Options [Slides 9-18])

Slide 17

Important Concepts:
- Determining the most appropriate place to get care

Important Vocabulary Words:
- Primary Care Physician (PCP)
- Urgent Care
- Specialist
- Emergency Department / Emergency Room

Materials:
- “Where Do I Go?” answer key

Presenter Instructions & Script:
1. The slide aligns with the “Where Do I Go?” activity in the Participant Workbook on page five.
2. Break the participants up into six groups. Assign each group one of the six scenarios on page five of the Participant Workbook. They will need their workbooks on hand for reference.

SAMPLE SCRIPT:

“There are many options when it comes to getting treatment and it’s really important for you to be able to determine where to get the appropriate medical attention for any health issues you might face. During this next activity we will be discussing multiple cases and deciding where each person should go for care.”

3. Give groups about a minute to come up with their answer to their scenario.
4. Call on groups one-at-a-time to read their scenario and tell the others where they would go.
5. Tell each group if their answer was correct, or incorrect, according to the answer key. Discuss, as needed- particularly any items the groups get wrong.
   a. You fall down the stairs and sprain your ankle after dinner: **Urgent Care**
   b. You have a high fever of 103°F and can’t stop vomiting: **Emergency Department**
   c. You have severe ear pain on Sunday morning: **Urgent Care**
   d. You need a physical exam (check-up) to play a sport: **PCP / Regular Doctor**
   e. You have a sore throat, stuffy nose, and a cough: **PCP / Regular Doctor**
   f. You are having trouble breathing: **Emergency Room**

**Slide 18**

**Where Do I Go? (Version #2)**

1. Read scenario to class
2. Classmates move to area of the room based on where they would go for treatment
3. Ask a classmate to explain their answer
4. Post scenario on chart

**Important Concepts:**
- Determining the most appropriate place to get care

**Important Vocabulary Words:**
- Primary Care Physician (PCP)
- Urgent Care
- Specialist
- Emergency Department / Emergency Room

**Materials:**
- “Where Do I Go?” Version #2 Scenario Cards (optional)
- “Where Do I Go?” Version #2 Wall Signs (optional)
- “Where Do I Go?” Version #2 Answer Key (optional)

**Presenter Instructions & Script:**
1. The slide presents an alternate version of the “Where Do I Go?” activity in the Participant Workbook on page five.
2. Print “Where Do I Go?” wall signs and tape them on the walls before the session starts- one in each corner of the room. (To make the signs last longer, you can laminate them or put them in clear sheet protectors.)
3. Read the first scenario card. Share the correct answer from the “Where Do I Go? Version #2 Answer Key. Discuss the group’s answers then pick 11 volunteers (or select 11 participants) to read the remaining scenario cards. As each card is read, follow the same process (i.e. moving to signs, sharing correct answer, and then discussing items the group got wrong).

**Family Health History (Slides 19-20; Workbook Pages 6-7)**

Links to Classroom & Training Videos (and access to video instructions for the family health history section of the curriculum [slides 19-20])

**Slide 19**

**Important Concepts:**
- How knowing, or not knowing, your family health history can impact your health
- The importance of sharing your family health history with your physicians

**Important Vocabulary Words:**
- Family Health History (slides 19-20)
Presenter Instructions & Script:
1. The slide aligns with the “Family History” content on pages six and seven.
2. Sample Script & Answers

SAMPLE SCRIPT:

“No matter where you choose to go for care, your personal and family health history are going to be important to your treatment. Just like we inherit genes from our parents that determine our hair color and personality, we inherit genes that make us more likely to have certain diseases or health issues. If two people in your family have heart disease, it does not mean you will definitely have heart disease, but it could mean that you are more likely to have it.

Information about your personal and family health history can help the doctor identify your risks and suggest educated choices you can make to reduce those risks. Family members that are diagnosed with diseases earlier than normal, multiple family members with the same disease, and combinations of diagnoses like heart disease and hypertension can all be considered risks. Though we can’t control the genes we inherit that put at higher risk for getting certain diseases, but we can make choices and participate in behaviors that will reduce those risks.

We are going to look at an example for Sam. First, look at the example family tree on page seven of your workbook. With a partner near you, discuss Sam’s personal and family history and determine what health risks he has.” (approximately 2 minutes to complete).”

ANSWERS:

“What health risks exist for Sam?”
- (Great Grandma & Grandpa had breast cancer - Great Grandma had it early - at 30; Great Grandpa and Mom have heart disease; Great Grandma, Grandma, and Mom have hypertension; Grandma has diabetes; Sam is obese.)

“Sam went to his PCP for a regular checkup. What do you think the doctor would suggest to him to reduce health risks based on his family and personal health history?”
- (Make lifestyle changes like eat healthy and exercise to reduce weight - in turn will reduce risks associated with obesity such as diabetes, heart disease, and hypertension; get checked for breast cancer because great grandma had it young and grandpa had it).
Slide 20

Important Concepts:

- How to get more information about family medical history

Materials:

- My Family Health History: Family Member Interview Worksheet

Presenter Instructions & Script

1. The slide aligns with the “How Do I Learn My Family History?” content on page seven.
2. Before the presentation, think about how formal you want the assignment to be, and be prepared to tell the participants. For example, are they getting a grade or some kind of incentive for bringing a signed interview form to the next class, or is the assignment voluntary?

SAMPLE SCRIPT:

“Your family health history can have a large impact on the treatment of your health issues, which is why it is critical you know and share your health history with your doctor.

Before our next session, I’d like each of you to interview an adult family member (mom, dad, grandmother, grandfather, aunt, uncle, etc.) and ask them about your family health history and what health risks run in your family. If you cannot interview a biological family member, you may interview a non-relative or non-biological family member and discuss that person’s history, and why it would be important to know. The questions provided on your worksheet are meant to be a guide. You are not required to ask all of the questions listed; they are there to help you get the conversation started.

Once you have finished your interview, have the adult you interviewed sign your worksheet and complete the reflection questions at the bottom. DO NOT WRITE YOUR FAMILY HEALTH HISTORY ON THE WORKSHEET—just verbally interview them and have them sign to show that you completed the interview.”
Module Conclusion (Slide 21; Workbook Page 9)

Important Concepts:
No new concepts. Participants should be able to summarize key concepts covered in Module 1 as a whole.

Presenter Instructions and Script:
1. The slide aligns with the “Summary” content on page nine.

SAMPLE SCRIPT:
“You are all reaching an age where it is important to start thinking more independently about your health and health care. Improving your self-advocacy skills and becoming more health literate are the first steps to being able to take care of yourself. It is also important for you to have a primary care physician you trust, know when and how to seek the proper medical attention, and understand how your family health history can affect your health. In the next module, we are going to be discussing what you should know about risks your personal medical history.”
Module 2: Understanding Your Medical History

Preparing to Present

Module Time: Approximately 30 minutes (Remember to include time to finish any remaining content from Module 1, which is longer and may not have been completely covered during your first session.)

This Module Covers:
- Introduction to Module 2
- Describing Symptoms
- Allergies and Diagnoses
- Responsible medication Use
- Reading Over the Counter (OTC) Drug Labels
- Vaccines – Fact or Myth

Unless a separate link is provided, all required and optional downloads listed below are available in the Module 2 Zip File. Materials are accessible to users once they have registered as a user on the website and agreed to the terms and conditions. You will need to be a registered user, and signed in for most of the links in this document to work.

Required Downloads:
- Participant Workbooks
- Module 2 PowerPoint Slide Deck- in English, or Module 2 PowerPoint Slide Deck- in Spanish (Both versions include speaker’s notes for each slide, in English.)
- You will need to download one of the two versions of the Responsible Use of Prescription & OTC Drugs activity. Review both versions (in the Optional Downloads section below), choose which you will use with your group, and download the materials for the version you choose.
- You will need to download materials for one of the two versions of the Reading OTC Drug Labels Activity. Review both versions (in the Optional Downloads section below), choose which you will use with your group, and download the materials for the version you choose.

Optional Downloads & Materials:
- Rx and OTC Drugs Activity- Version 1- Quiz through the Kahoot! website or app
  - Signing Up for Kahoot!- Instructions with Screen Shots*
  - Using Kahoot! for Quiz- Instructions with Screen Shots*
  - Cell phones, tablets or laptops to be used by participants to access Kahoot! Prescription Drugs & OTC Quiz (See instructions for details on how many phones or computers are needed.)
- Rx and OTC Drugs Activity- Version 2
  - Instructions + Scenarios with Answers for Version 2
  - Game Cards for Version 2
  - Answer Key for Version 2
Module Introduction (Slide 2; Workbook Page 14)

Slide 2

Important Concepts:
- Introduce the focus of Module 2- Understanding your medical history

Presenter Instructions and Script:
1. The slide aligns with the “Introduction” content on page fourteen.

SAMPLE SCRIPT:

“In the last module we spent a lot of time discussing how to be a self-advocate no matter where you go for care. We also discussed the importance of sharing your family history.”
“Based on the conversations we had in class and the ones you had with your family members, why is it so important to know our family health history? *(Answers: know health risks, share with doctors to get better care, start screenings earlier than recommended if at risk)*

When you visit any doctor, it is extremely important to be able to share not only your family health history, but also your personal health history. You need to be able to talk to your doctor about your health and any concerns you may have including symptoms you experience, previously diagnosed conditions, your allergies, any medications you are taking, and your vaccinations. All of these factors can have an impact on the type of care you receive and that is what we will be discussing in this module.”

2. If returning the signed Family Health History Interview form was a requirement from the last session, collect it from participants and ask if anyone wants to share about their experience doing the interview. Did you learn things you didn’t know before? etc. Encourage anecdotes and sharing, but be sure that participants don’t share any private medical information as they share. Give positive feedback.

3. You may want to link back to Module 1 (slide nine, Primary Care Physician) by taking a show of hands to see how many participants added their doctors to their cell phone contacts. Encourage anecdotes and sharing. Give positive feedback.

4. You could also ask participants if they polled any of the adults in their life to see how many doctor phone numbers the adults tended to have saved in their phones. Encourage anecdotes and sharing. Give positive feedback.

**Words Worth Knowing (Slide 3; Workbook Page 14)**

**Slide 3**

**Words Worth Knowing**

- Symptoms
- Diagnosis
- Prescription Drug
- Over-the-Counter Drug (OTC)
- Drug Facts Label
- Vaccine

**SAMPLE SCRIPT:**

“These are the main topics we’ll be covering in this session.”
Describing Symptoms (Slide 4; Workbook Page 14)

Links to Classroom & Training Videos (and access to video instructions of this activity)

Slide 4

Who will get the best care?

Jackie
“I have had itchy eyes, I have been sneezing all the time, a really stuffy nose, and a cough.”

Sarah
“I have been feeling really weird for the past few days.”

Important Concepts:
- How to describe symptoms in detail to get the best care

Important Vocabulary Words:
- Symptoms

Presenter Instructions & Script:
1. The slide aligns with the “Describing Symptoms” content on page fourteen.

SAMPLE SCRIPT:

“Jackie and Sarah have not been feeling well. They each made an appointment with their PCP. When the doctor asked them what was wrong, here was how they responded (animate slide). Based on their responses, which one will receive the best care? Why? (Answer: Jackie, she gave symptoms that are more specific)

Think back to our PB&J activity in Module 1- in order to get the sandwich you want, you need to be specific with the person making your sandwich - same concept here. Since the doctor can’t read your mind, be prepared to advocate for yourself and answer questions related to your symptoms, how long you have been experiencing the symptoms, and if you are currently taking any medications.”
Allergies & Diagnoses (Slide 5; Workbook Pages 14-15)

Slide 5

Important Concepts:
- How to describe symptoms in detail to get the best care

Important Vocabulary Words:
- Diagnosis

Presenter Instructions & Script:
1. The slide aligns with the “Allergies” content on page fourteen and the “Diagnosed Conditions” content on page fifteen.
2. Sample Script:

SAMPLE SCRIPT:

“Your doctor will take all of your symptoms and allergies into consideration when trying to identify your health condition, also called a diagnosis. Your body’s reaction to allergens can make it seem like you have another illness, so it is important for your doctor to know your allergies so they can rule them out when they are trying to give a diagnosis.

Your PCP is then going to help you decide on the best treatment options and provide a plan for you to manage any conditions you have. Depending on your diagnosis, your PCP might suggest that you visit a specialist or give you a prescription for a medication to treat your health condition.

Self-advocacy, by giving detailed symptoms to your doctor, is critical to getting an appropriate diagnosis and proper treatment.”
Responsible Use of Prescription & OTC Drugs (Slide 6, Workbook Page 15)

Links to Classroom & Training Videos (and access to video instructions of this activity)

Slide 6 (animated slide)

![Responsible Medication Use](image)

Important Concepts:
- Knowing how to take prescription and over-the-counter (OTC) drugs responsibly

Important Vocabulary Words (slides 4-7):
- Prescription Drug
- Over-the-Counter Drug (OTC)

Presenter Instructions & Script:
1. This is an animated slide. The slide aligns with the “Medications” content on page fifteen.

SAMPLE SCRIPT:

- **Animation #1:** “As part of your treatment, your doctor might give you a prescription for a medicine or suggest an over the counter medicine to help your medical condition. Even though a doctor recommends them, these medicines can be dangerous if they are not used responsibly. Medicines come in many different forms such as pills, liquids, and even inhalers and all of them come with information related to their use. You need to know what medication you are taking and what the medication treats so you can use them responsibly.”

- **Animation #2:** “What’s the difference between prescription drugs and over the counter (OTC) drugs?” Take answers from the group. Clarify and reinforce as needed-- Prescription drugs require a prescription from your doctor, and you have to pick them up from the pharmacy counter. Over the counter drugs are the ones you can get in a store without a prescription- like Tylenol for a headache or Claritin for allergies. Continue: “Just like prescription drugs, OTC drugs are an effective treatment for many health issues but need to be used carefully and correctly. For both types of medicine, reading the labels and understanding the information on the label is important so you can avoid unexpected side effects.”

- **Transition to next activity:** “Understanding how to use prescription and OTC drugs safely and responsibly is an essential life skill that you’ll need in order to manage your own health and health care. Let’s move into an activity to learn more.”
2. At this point, play either Version #1 of the Responsible Use of Prescription and OTC Drugs activity (using Kahoot! via the Kahoot! website or app), or Version #2 of the activity (which does not require internet access or cellular reception in the presentation area). You should have reviewed both versions as you planned for your presentation, and selected the one that will work best for you. Prior to the session, you should have gathered whatever supplies you’ll need and tested any technology you’ll need (if using Kahoot!). Links to instructions and materials are provided above- in the “Preparing to Present” section of Module 2.

**Reading Drug Labels (Slides 7-9; Workbook Page 16)**

*Links to Classroom & Training Videos* (and access to video instructions of this activity)

**Slide 7** (video embedded in slide)

![Video Embedded in Slide](image)

**Important Concepts:**
- Knowing how to read medication labels (slides 5-7)

**Presenter Instructions & Script:**

1. Slide 5 has a short video embedded in it. If you will not have internet access during your presentation, be sure to save the “Dr. House Inhaler Mistake” Video to the computer you’ll be using while you present ahead of time.

**SAMPLE SCRIPT:**

“Labels provide important information about medication. We must be able to understand the information on the label to protect ourselves. We are going to watch a short clip from the show “House” about using an inhaler. How does an inhaler work?” *(Answer: Put inhaler in mouth. With mouth/lips close around inhaler, spray the medication. Take a deep breath in as you spray it into your mouth.)* Continue: “In this episode, Dr. House is trying to help Anna figure out why she is having trouble with the inhaler she uses for her asthma. Let’s see what happens.”

2. Play video.
Presenter Instructions & Script:
1. Following the video from slide 5, ask participants:

SAMPLE SCRIPT:

- **Ask**: “What happened to Anna in this clip?” (Answer: She was going through inhalers really quickly because she wasn’t using them properly)
- **Continue**: “How could she have avoided this embarrassing situation?” (Answer: Read the directions on the label. Ask the pharmacist or doctor for help.)
- **Summarize**: “In this situation, Anna was having trouble with her inhaler she used for asthma because she wasn’t using it correctly. She was spending a lot of money to replace them once a week, and her lack of concern about what was on the label could have led to more serious consequences.”

Important Vocabulary Words:
- Drug Facts Label
Presenter Instructions & Script:

1. The slide aligns with the “How Should the Medication Be Taken?” content on page sixteen.

SAMPLE SCRIPT:

“We are going to spend more time specifically talking about the parts of an over the counter drug label. You will typically find more information on these labels because they do not require a doctor’s visit or prescription to purchase. The label essentially has to play the part of the doctor, which makes it even more critical you understand what you are reading and where to find important information. We are going to look at an example OTC drug label and a few different scenarios where people need to make informed decisions related to using the drug.”

2. At this point, facilitate either Version #1 or Version #2 of the “Reading OTC Drug Labels” activity. You should have reviewed both versions as you planned for your presentation, and selected the one that will work best for you. Prior to the session, you should have gathered whatever supplies are needed for the activity you selected. Links to instructions and materials are provided above- in the “Preparing to Present” section of Module 2.

3. Review and discuss answers as a class, noting the ones participants got wrong most often and reiterating the correct answers to these items.

Transition to next activity:

“In addition to all of the information on the label, it is important to note medications have an expiration date that will be printed on the bottle or box. We need to pay attention to these expiration dates and avoid using expired medications. We have to be our own advocate when we are using OTC drugs and use our health literacy skills to use medication safely.”
Vaccines (Slides 10-17; Workbook Page 17)

Links to Classroom & Training Videos (and access to video instructions of this activity)

Slide 8 (animated slide)

CLICK HERE to access video instructions for the Vaccines section.

Important Concepts (slides 10-17)
- What a vaccine is
- Why vaccines are important to overall health
- Where to get reliable information about vaccines

Important Vocabulary Words (slides 10-17):
- Vaccine

Presenter Instructions & Script:
1. This is an animated slide. The slide aligns with the “Vaccines” content on page seventeen.

SAMPLE SCRIPT:

• **Animation #1:** “There are a lot of people who dread going to the doctor because they don’t want to get a shot. There are many reasons why people don’t want a vaccine, but they are a crucial part of prevention and, like medications, could even be a part of a treatment plan. It is important to have a record of your vaccinations for your doctor and knowing what vaccinations are available to you is part of being health literate.”

• **Animation #2:** “Vaccines are a weakened form of various diseases that are introduced to the body. Your body will produce an immune response to the weakened disease. Then, if your body ever comes in contact with the disease in the future, it will remember the immune response and keep you from getting seriously ill.”
Presenter Instructions & Script:

1. Slides 10-17 align with the “Vaccines” worksheet on page seventeen.

**SAMPLE SCRIPT:**

“There are quite a few myths going around about vaccines and what they do. We are going to discuss and analyze some of these statements so we can get the most accurate information. In this activity, stay seated if you think the statement on each slide is a fact. Stand up if you think the statement is a myth. You can quickly discuss with people sitting close to you if you’re not sure. There will be six statements in all. Let’s begin.”

2. For each statement, give the correct answer once participants have indicated their responses by standing up or staying seated. Ask a few participants to share their rationale for their answer.
3. Review “talking points” from answer key if not brought up in student answers.
4. Repeat for all statements (6 total)

“We need to have correct information in order to make the best personal decisions related to vaccines. It is important to have conversations with your parents and your doctor about what vaccines you already have and what vaccines you should be getting in the future.”

<table>
<thead>
<tr>
<th>Statement</th>
<th>Slide #</th>
<th>Answer</th>
<th>Talking Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: Get flu from flu shot</td>
<td>10</td>
<td>Myth</td>
<td>• Flu shot is a weakened form of the disease that helps your body build immunity; not going to get the flu</td>
</tr>
<tr>
<td>#2: Vaccines cause autism</td>
<td>11</td>
<td>Myth</td>
<td>• “Thimerosal” ingredient was linked to autism; removed from vaccines</td>
</tr>
<tr>
<td>#3: Still get vaccines for uncommon diseases</td>
<td>12</td>
<td>Fact</td>
<td>• Diseases are uncommon because people are vaccinated; stop vaccinations = diseases become more common</td>
</tr>
</tbody>
</table>
#4: Healthy lifestyle = no diseases = no vaccines

| 13 | Myth |
|--------------------------------------------------------|
| • Healthy lifestyle helps reduce the risk of getting diseases, but vaccines are the most effective way to reduce the risk of infection |

#5: Sides effects are mild

| 14 | Fact |
|--------------------------------------------------------|
| • Side effects disappear within a few hours or days depending on the vaccination; the most common side effect is soreness near the injection |

#6: HPV vaccine only for girls

| 15 | Myth |
|--------------------------------------------------------|
| • Helps prevent HPV which can cause genital cancers in men |

Module Conclusion (Slide 18; Workbook Page 18)

Slide 18

SAMPLE SCRIPT:

“That’s the end of Module 2. Let’s wrap it up by repeating the key points.

It is important to give your doctor as much information as possible about your current symptoms, allergies, personal & family health history, and any medications you are taking. This will help them diagnose and find the best solution to any medical issues you have.

When you share your information with medical professionals, they can use that information to decide the best prevention and treatment options for you, resulting in better overall care. In the next module, we will break down health insurance and the rights you have during your visit.”
Module 3: Insurance and Privacy

Preparing to Present

Module Time: Approximately 45 minutes

This Module Covers:
- Types of Insurance
- Reading Insurance Cards
- Privacy & Confidentiality

Unless a separate link is provided, all required and optional downloads listed below are available in the Module 3 Zip File. Materials are accessible to users once they have registered as a user on the website and agreed to the terms and conditions. You will need to be a registered user, and signed in for most of the links in this document to work.

Required Downloads:
- Participant Workbooks
- Module 3 Presentation Slides (Sample script for presenters and instructions are included in the Speakers Notes on each slide.)
  ```markdown
  NOTE: Slides #5 and #6 contains state-specific information. You will need to update the slides with the information specific to your state. This should be easy to find with a quick Google search. If you need assistance, please email NTHCS@nemours.org.
  ```
- Health Insurance Vocabulary- Worksheet*
- Health Insurance Vocabulary- Answer Key*
- Materials for the “Reading Insurance Cards” activity- There are 3 versions. Materials are bulleted in the Optional Downloads section, below. Select the version that best meets your needs.

Optional Downloads & Materials:
- Reading Insurance Cards- Version 1
  ```markdown
  » Answer Key- Version 1* (Questions for Version 1 are on page 26 of the Participant Workbook.)
  ```
- Reading Insurance Cards- Version 2
  ```markdown
  » Sample Insurance Cards- Version 2*
  » Blank Worksheet- Version 2*
  » Answer Key- Version 2*
  ```
- Reading Insurance Cards- Version 3
  ```markdown
  » Sample Cards with Blank Worksheet- Version 3
  » Answer Key- Version 3
  ```
- Video Clip- What Is Health Insurance – only needed if the version of the video that is embedded in the PowerPoint does not work. (Internet access is required to play the embedded video. If you will not have internet access, please download the video from this link in advance and save it so that you can access it during your presentation.) CLICK HERE to access video- See Links to Classroom and Training Videos folder.
Module Introduction (Slide 2, Workbook Page 22)

**Links to Classroom & Training Videos** (and access to video instructions for this activity [Slides 9-18])

Slide 2

![Image of a road with signs indicating insurance and privacy]

Important Concepts:
- Types of Insurance
- Privacy in Health Care

Presenter Instructions & Script:
1. The slide aligns with the “Introduction” content on page twenty-two.

**SAMPLE SCRIPT:**

“Health insurance can be very overwhelming, but it is important to understand your coverage because healthcare is extremely expensive. Insurance is a plan you can purchase that will help you cover your medical health care costs. Insurance does not cover all costs, but it can significantly reduce what you have to pay out of your own pocket. In this module, we are going to discuss the different types of insurance, how to understand coverage information on an insurance card, and how doctors handle private information.”
Words Worth Knowing (Slide 3; Workbook Page 22)

Slide 3

Words Worth Knowing
- Symptoms
- Diagnosis
- Prescription Drug
- Over-the-Counter Drug (OTC)
- Drug Facts Label
- Vaccine

SAMPLE SCRIPT:

“These are the main topics we’ll be covering in this session.

Types of Insurance (Slides 4; Workbook Pages 22-23)

Slide 4

Health Insurance: What Do You Know?

Complete Questions #1-6

**Words can be used more than once; some statements may have two answers

Important Concepts (slides 4)
- What Medical Insurance Is
- Types of insurance
Important Vocabulary Words (slides 4):

- Private Insurance
- Insurance Exchange
- Government Insurance / Medicaid
- Open Enrollment
- Prescription Insurance
- Brand Name
- Generic Name

Presenter Instructions & Script:

1. The slide aligns with the “Introduction” and “Types of Health Insurance” content on page twenty-two.

SAMPLE SCRIPT:

“In order to increase your health insurance literacy, we need to start with the basics of insurance. If you broke your arm and had to go to the Emergency Room, it would cost a lot of money for you to see the doctor, get X-Rays, and get casted. Without insurance, this ER trip could cost around $5,000; with insurance, the cost could be lowered to around $600...a $4,400 difference!

Before we go over the different types of insurance, you are going to test how much you already know by answering questions #1-6 on your ‘Health Insurance Vocabulary’ worksheet—just the top half. Some hints: Some of the words are used more than once and Question 5 has two possible answers. Each of you will be able to score your own work as we move through the next set of slides.”

Types of Insurance: (Slides 5-8 Workbook Pages 22-23)

Slide 5

Types of Insurance

- Private Insurance
  - Through employer
Presenter Instructions & Script

1. The slide aligns with the “Types of Health Insurance” content on page twenty-two.

SAMPLE SCRIPT:

“It’s important to note not all insurances are the same and a procedure covered by one insurance plan might not be covered by another. This is why we must know what our individual insurance plan covers. There are many different types of insurance and the type you have depends on where you get it.

If you are on a plan your parents /caregivers get from their job, it is known as private insurance (like Aetna and Blue Cross Blue Shield). Most insurance plans allow you to be on your parents’/caregivers’ policy until you are 26 years old even if you don’t go to college, you get married, you live somewhere else, or if you get a job that provides health insurance.”

2. Have participants check their responses on the Health Insurance Vocabulary Worksheet.

“Look at your Health Insurance Vocabulary Worksheet. Of items 1-6, which one (or ones) should have “Private Insurance” as the answer?” (Answer: #1 and #5. #5 has a possible second answer as well- which we’ll get to in a few minutes.)

Slide 6

Types of Insurance

• Government Subsidized Insurance - Medicaid
**Presenter Instructions & Script**

1. The slide aligns with the “Types of Health Insurance” content on page twenty-two.

   **SAMPLE SCRIPT:**
   
   “If you do not have insurance, you may qualify for government insurance, or Medicaid. There is no cost to apply and depending on income and family size, you may qualify for free or low-cost health care.”

2. Have participants check their responses on the Health Insurance Vocabulary Worksheet.

   “Look at your Health Insurance Vocabulary Worksheet. Of items 1-6, which one (or ones) should have “Government Insurance / Medicaid” as the answer?” (Answer: #2 and #5.)

**NOTE:** Slides #5 and #6 contains state-specific information. You will need to update the next two slides with the information specific to your state. This should be easy to find with a quick Google search. If you need assistance, please email NTHCS@nemours.org.

**Slide 7 (partial- slide 7 is animated; only two of the animations are shown here)**

**Required Customization:**

Slides 7 and 8 include state-specific information about state insurance exchanges. The slide contain information for Delaware. Presenters in other states will need to look up the information for their own state and update the slides.
Presenter Instructions & Script

1. The slide aligns with the “Types of Health Insurance” content on page twenty-two.

**SAMPLE SCRIPT:**

- **Animation #1 – Insurance Exchange:** “If you or your parents do not get insurance through an employer **and** you do not qualify for government insurance / Medicaid then you can purchase it through the Insurance Exchange website for (name of state).”

- **Animation #2 – Website Screenshot:** “Everyone should write this website in your workbook on page 23 in the How Do I Get Insurance? area. If you do not have insurance be sure to share this information with your parents/guardians. The Insurance Exchange is a tool for consumers to help them identify their insurance needs and purchase private insurance through the company of their choice. In order to start the application process, you must go to the website menu and click “Enroll Now”. You will need to enter basic information such as birthdates and social security numbers of those applying, information about any current health coverage and family income, and it will even give you the option to list your current doctors. After entering this information, the Insurance Exchange will show the options available to you by price, coverage, and whether or not it is accepted by your current doctors. If you are eligible for Medicaid, the results from the DE Insurance Exchange website will include a link to the Assist website where you can apply. Unfortunately, you cannot just apply for insurance through the Exchange at any time during the year. You must wait for the **open enrollment period** to sign up or make any changes to the plan you currently have, unless you qualify for a special enrollment period due to a life-changing event.”

2. If participants have more questions about applying for insurance outside of open enrollment, or are curious about all of the life events that would qualify for a special enrollment period, you can refer them to the following site: [https://www.healthcare.gov/screener/marketplace.html](https://www.healthcare.gov/screener/marketplace.html)

3. Have participants check their responses on the Health Insurance Vocabulary Worksheet.

“Look at your Health Insurance Vocabulary Worksheet. Of items 1-6, which one (or ones) should have “Insurance Exchange” as the answer?” (Answer: #4)

Slide 8 (partial- slide 6 is animated; only one of the animations is shown here)
Required Customization:
Slides 7 and 8 include state-specific information about state insurance exchanges. The slide contains information for Delaware. Presenters in other states will need to look up the information for their own state and update the slides.

Presenter Instructions & Script
1. The slide aligns with the “Types of Health Insurance” content on page twenty-two.

SAMPLE SCRIPT:

- **Animation #1-3 (Explain Medicaid sign up procedures):** “In order to see if you qualify for Medicaid, you can go online to the ASSIST website or call the Medicaid Customer Relations number and they can help you through the process. The website is user friendly and easy to navigate.”

- **Animation #4: Website Screenshot**

- **Animation #5 and 6 (Explain open enrollment):** “When you enroll in an insurance plan, either private or through the government, it is only for one year. Each year, during a time called open enrollment, you can find out if there were any changes made to your plan by the insurance company such as cost or what your plan does or does not cover. During this period, you can also change the plan you pay for. It is important to know when the open enrollment period is for your insurance because it is different for everyone. If you don’t like your insurance coverage and you want to change it, you have to wait for the open enrollment period. However, if you have a life-changing event, such as a change of employment, in the middle of the policy year, you can change your insurance if necessary.”

2. Have participants check their responses on the Health Insurance Vocabulary Worksheet.

“Look at your Health Insurance Vocabulary Worksheet. Of items 1-6, which one (or ones) should have “Open Enrollment” as the answer?” (Answer: #3)
1. The slide aligns with the “Types of Health Insurance” content on page twenty-two.

**SAMPLE SCRIPT:**

“An insurance plan covers your medical costs. In the broken arm example our medical insurance helped pay for the Emergency Room trip. But, if the ER doctor decided to prescribe medication to help you manage the pain, a prescription plan would help you pay for it. Prescription insurance works similarly to medical insurance - it allows you to get medications at a much lower cost. The pain medication prescribed by the ER doctor could cost $80, but if you have a prescription plan, you may be able to get the same medication for only $15.

Many times an insurance plan will include prescription coverage for both generic and brand name drugs you get from the pharmacy. However, since insurance plans are different, it is important to find out if your plan has prescription coverage or if you need a separate plan for your medications.”

2. Have participants check their responses on the Health Insurance Vocabulary Worksheet.

“Look at your Health Insurance Vocabulary Worksheet. Of items 1-6, which one (or ones) should have “Prescription Insurance” as the answer?” *(Answer: #6)*
Health Insurance Basic Terms (Slides 10-11; No Workbook Pages)

Slide 10

Health Insurance: What Do You Know?

Complete questions #7-12
**Words can only be used once

Important Concepts (slides 10-11):
- Understanding the basics of how insurance coverage works

Important Vocabulary Words (slides 8-9):
- Life-Changing Event
- Premium
- Deductible
- Co-pay
- Coinsurance
- Prescription

Presenter Instructions & Script:

SAMPLE SCRIPT:

“Health insurance and prescription insurance have their own set of terminology to indicate your financial responsibilities for health care and medications. Take a few minutes to answer questions #7-12 on your “Health Insurance Vocabulary” worksheet. This time each word is only used once.”

1. When participants have finished their worksheets, continue.

“We’ll go back and check your answers after we watch a short video that explains key health insurance terms.”
Presenter Instructions & Script:

1. Slide 11 has a short video embedded in it. The video will only play from the slide if you are connected to the internet. If you will not have internet access during your presentation, be sure to save the “What Is Health Insurance?” video to the computer you’ll be using while you present ahead of time.

   **SAMPLE SCRIPT:**

   “You will see and hear the words from the worksheet in your policy and while talking to office staff at the doctors, in the Emergency Room, and at the pharmacy. This video clip will describe each term so you can better understand your coverage responsibilities.”

2. **Play video.**

3. Following the video, review answers to #7-12 on the Health Care Vocabulary worksheet.

   #7) How much money you pay out of pocket before insurance kicks in to pay their part; if this is higher, your monthly bill is usually lower. **Answer: Deductible**

   #8) The part (or %) of medical costs you pay once you have met your deductible. **Answer: Coinsurance**

   #9) A marriage, baby, or employment change that allows you to change coverage outside of open enrollment. **Answer: Life-Changing Event**

   #10) The monthly bill you pay for health insurance coverage. **Answer: Premium**

   #11) The abbreviation for this is often “RX” on insurance cards. **Answer: Prescription**

   #12) Fixed amount paid directly to the doctor, hospital, or other provider for medical services when you receive them. **Answer: Co-Pay**
Important Concepts:
- Interpreting information on an insurance card (slides 10-11)

Important Vocabulary Words (slides 10-11):
- Member ID
- Group Number
- Copay
- Rx (Prescription Abbreviation)

Presenter Instructions & Script:
1. The slide aligns with the “What Information Is on an Insurance Card?” content on page twenty-five.

**SAMPLE SCRIPT:**

“Once you have an insurance plan, you will receive an insurance card that acts as proof that you have insurance. Usually, when you receive any type of medical services, you will need to show your card so they can verify your plan and charge you the correct amount for the services. Your card will include basic information about your plan. The example card in your workbook on page twenty-five is just that, an example. Not all cards will include all of this information, but generally speaking, each card will include something similar.

If you pay for your insurance, your name (#1) will be on your card. If you are on your parent’s insurance, you might see their name on your card - that is because they pay for it. The member (#2) and group (#3) numbers are a way for the insurance company to know what kind of plan you have, where you get your insurance, and how you pay your bill. You also may find the name of your plan (#4), co-pay information (#5), and prescription information marked by the symbol “Rx” (#6).”
Presenter Instructions & Script:

1. The slide aligns with the “What Information Is on an Insurance Card?” content on page twenty-six.

2. At this point, you will facilitate one of three possible versions of the Reading Insurance Cards Activity. You should have reviewed all three versions as you planned for your presentation, and selected the one that will work best for you. Prior to the session, you should have gathered whatever supplies you’ll need. Links materials for all three versions are provided above- in the “Preparing to Present” section of Module 3, and in the instructions for each of the three versions (below).

3. Facilitate activity.

Instructions- Reading Insurance Cards Activities (Versions 1, 2 and 3)

Version #1 – Page 26 in Student Workbook

1. Before Class Preparation:
   a. Print or download/save answer key for reference during presentation.

2. Materials:
   a. Reading Insurance Cards Activity- Version 1- Answer Key

3. INTRODUCTION:

   SAMPLE SCRIPT:
   “Insurance cards include a lot of information about your coverage and they are your proof you have insurance for doctor visits and medications. It is important to understand what you are looking at because not all cards are exactly the same.”

4. Complete questions #1-4 in the student workbook

5. Review correct answers & have participants add notes to page 26 of their workbooks where necessary

6. TRANSITION:
“We need to know what is on our insurance cards and the type of insurance coverage we have so we are not blindsided by a large bill after a doctor’s visit or getting medication at the pharmacy. You need to keep your card(s) with you at all times in a safe place along with any other pertinent medical information such as allergies, medications, and other health issues that are important to your care.”

**Version #2**

1. **Before Class Preparation:**
   a. Print and cut out the example insurance cards. There are 15 of each card in the document. (You will need one set per small group.) You may want to laminate for longevity.
   b. Print blank worksheet (You will need one blank worksheet per small group.)
   c. Print or download/save answer key for reference during presentation.

2. **Materials:**
   a. Version #2: Reading Insurance Cards Activity- Sample Cards
   b. Version #2: Reading Insurance Cards Activity- Blank Worksheet
   c. Version #2: Reading Insurance Cards Activity- Answer Key

3. **INTRODUCTION:**

   “Insurance cards include a lot of information about your coverage and they are your proof you have insurance for doctor visits and medications. It is important to understand what you are looking at because not all cards are exactly the same.”

4. Put participants in small groups
   a. Optional: Hand out the example insurance cards (One set of 4 per group)

5. Participants put insurance cards in different groups based on the given criteria.
   a. Separate the cards representing insurance plans that cover prescriptions and the insurance plans that do not cover prescriptions (Hint: What symbol should you look for?)
   b. Separate the cards that have an ID number, or at least a place for the ID number, from the cards that do not.
   c. You sprained your ankle during a basketball game. You need to go to an urgent care center. Which card has the co-pay information? How much are you going to pay?
   d. Separate the cards that have a group number, or at least a place for the group number, from the cards that do not.

4. Review correct answers & have participants add notes to page 26 of their workbooks where necessary.
5. Collect example insurance cards after the activity.
6. **TRANSITION:**
Version #3

1. Before Class Preparation:
   a. Print Sample Cards with Blank Worksheet (Each student should have his/her own, or a very small group can share and collaborate.)
   b. Print or download/save Answer Key for reference during presentation.

2. Materials:
   a. Version #3: Reading Insurance Cards Activity- Samples with Blank Worksheet
   b. Version #3: Reading Insurance Cards Activity- Answer Key

3. INTRODUCTION:

   “Insurance cards include a lot of information about your coverage and they are your proof you have insurance for doctor visits and medications. It is important to understand what you are looking at because not all cards are exactly the same.”

4. Put participants in small groups
   a. Hand out blank worksheets

5. Complete questions #1-5 on the worksheet

6. Review correct answers & have participants add notes to their worksheets where necessary.

7. TRANSITION:

   “We need to know what is on our insurance cards and the type of insurance coverage we have so we are not blindsided by a large bill after a doctor’s visit or getting medication at the pharmacy. You need to keep your card(s) with you at all times in a safe place along with any other pertinent medical information such as allergies, medications, and other health issues that are important to your care.”
Privacy & Confidentiality (Slide 14; Workbook Page 27)
Links to Classroom & Training Videos (and access to video instructions for this activity)

Slide 14

**Important Concepts:**
- Patient Confidentiality
- Explanation of Benefits
- The Relationship between Explanation of Benefits and Privacy

**Important Vocabulary Words:**
- Confidentiality
- Explanation of Benefits

**Presenter Instructions & Script:**
1. The slide aligns with the “Know Your Rights” content on page twenty-seven.
During your visit, you will be sharing a lot of information with your doctor. It is important to be open and honest with them about your lifestyle (drinking, tobacco, drug use, sexual activity) and to ask any questions you may have so you can get the best care.

If you would be more comfortable talking to your doctor without your parents, you can ask them to wait outside the exam room starting when you are twelve. Even if you are under eighteen, you can talk to the doctor and get birth control, get tested for STIs/STDs, and get tested and treated for pregnancy without your parent’s permission. The doctor cannot tell anyone what you talked about, including your parents, unless they are concerned about your safety or the safety of others or you give them permission to share. Legally, your parents have access to your medical records until you turn 18.

Besides being able to access your medical records, if you use your parent’s insurance when you visit the doctor or to get any tests or screenings done, your parents may find out about it if the insurance company sends out an “Explanation of Benefits”. This helps explain what services were used, how much the insurance company will pay, and how much you are responsible for. If your parents get this (usually called an EOB) they will know what services and/or tests you had when you went to the doctor.

Be sure to have a conversation with your parents before you go to your appointment about why you want to speak with the doctor alone. You can let them know you are learning how to be a self-advocate in school and you would like to try it out on your own. It is important to be honest with your parents about your health concerns, too. They would rather hear it from you, than find out from a piece of paper.”
“Insurance can be a very overwhelming topic, especially since there are so many different types of insurance and so many different guidelines to follow. But, with the high costs of health care, it is extremely important to have an insurance plan to help cover some of those costs. If you take the time to learn about your insurance options and pick the plan that is best for you, you should be able to receive all of your medical services and health care needs without paying large amounts of money.”

“As we wrap up, take a look at the Key Points to Remember on page 27 of the workbook and the Resources on page 28. Which of the Key Points to Remember stand out for you? Have any of you used any of these resources? Are there other apps or websites you use to keep your health information on hand?” Take some answers, and then wrap up: “Next session, we’ll be taking about scheduling health care appointments and what to do during your appointments to get the best possible care.”
Module 4: Making/Navigating Your Visit

Preparing to Present

Module Time: Approximately 45 minutes

This Module Covers:
- Scheduling an Appointment
- Important Information to Share
- Completing Registration Forms
- The Visit
- Do’s and Don’ts During the Visit

Unless a separate link is provided, all required and optional downloads listed below are available in the Module 4 Zip File. Materials are accessible to users once they have registered as a user on the website and agreed to the terms and conditions. You will need to be a registered user, and signed in for most of the links in this document to work.

Required Downloads:
- Participant Workbooks
- Module 4 Presentation Slides (Sample script for presenters and instructions are included in the Speakers Notes on each slide.)
- Scheduling An Appointment Activity
  » Worksheet
  » Answer Key
- Do’s and Don’ts During the Visit- Answer Key*
- Completing Registration Forms Activity
  » Checklist
  » Scenario- Chris
  » Scenario- Elle
  » Scenario- Levi
  » Answer Key

Optional Downloads & Materials:
- NTHCS Post-Test
- NTHCS Post-Test Answer Key*
- Digital Version of Participant Workbook Activities*
- Take-Home Checklist: A To-Do List for Owning Your Own Health

*Only available in English.
Module Introduction (Slide 1; Workbook Page 32)

“Now that you have all of the information you need to be a self-advocate at the doctor, it is time to make your appointment and put it all of this information to good use! In this module we will be discussing important information necessary to make an appointment, how to fill out registration forms when you arrive, and what you should do during your time with the doctor.”

Words Worth Knowing (Slide 2; Workbook Page 32)

“These are the main topics we’ll be covering in this session.

- Registration Paperwork
- Self-Advocacy
- Health Literacy
Scheduling an Appointment (Slides 4-27, Workbook Pages 32-33)

Links to Classroom & Training Videos (and access to video instructions for this activity)

Slide 4

Important Concepts:
- Identify situations where an adolescent would need to call to make an appointment with a healthcare professional
- How to be prepared when calling to make an appointment with a healthcare professional

Presenter Instructions & Script:
1. The slide aligns with the content on pages thirty-two and thirty-three of the workbook.

SAMPLE SCRIPT:

“When you have an emergency or a health issue that needs immediate attention, you can go right to the Emergency Room or an urgent care center. But if you need to visit your primary care physician or a specialist, you need to call ahead of time and make an appointment. Sometimes you might even need to make an appointment months in advance to see the doctor! It is important to prepare the necessary information ahead of time so you can make the call as efficient as possible and reduce frustration for you and the receptionist on the other end of the line.”

Slide 5

1. Read the statement
2. Write in the correct category
Presenter Instructions & Script

1. Before the session, print and copy the “Scheduling an Appointment: Important to Share” worksheet. (One for each participant.) This is optional, since worksheet content is mirrored in the slides. Participants can read from the slides and give answers verbally, rather writing answers on a printed copy.

2. Print, or download/save a copy of the Scheduling An Appointment: Important to Share? - Answer Key- for reference during the presentation. This is optional, since answers for each statement are given in the slides.

3. **INTRODUCTION:**

   "If you are not prepared, scheduling an appointment can be a frustrating experience. During this activity, we are going to determine what information is necessary to make your phone call go as smooth as possible. First, let’s take a look at the sample script on page thirty-three of the workbook to get an idea of the details involved in scheduling an appointment. (Pause for a few moments, then continue.) How productive is your call going to be if you can’t fill in those blanks? Not very! Which is why we’re going to do an activity to help you prepare to call for appointments.”

4. Hand out worksheets to participants.

5. Participants will read each statement and determine if it is important to share while making an appointment, not important to share, or a tip to help make the phone call easier.

6. Allow participants to talk with others around them before asking for a volunteer to answer (or calling on someone to answer).

7. Slides 4-25 display each statement on the Worksheet, followed by the correct placement for each: important to share while making an appointment, not important to share, or a tip to help make the phone call easier.

8. Discuss the correct answer and have participants record it in the appropriate category.

9. Repeat steps 5 to 7 for each of the rest of the statements.

10. **TRANSITION:**

    “The more you do before you make the phone call, the easier it is going to be. Now that we have gone over what we need to make the appointment, your next responsibility is to make sure you show up on time!”
Completing Registration Forms (Slides 28-38, Workbook Pages 34-39)

Slide 28

**Completing Registration Forms**

- On time is **Late**!
  - Allow 15 minutes
- **Personal & Family Health Information; Insurance**

**Important Concepts:**
- The importance of getting to appointment early
- Information necessary to complete forms

**Important Vocabulary Words:**
- Registration Paperwork

**SAMPLE SCRIPT:**

“It is important to be on time to your doctor’s appointment. Depending on the policy at the doctor’s office, you could lose your appointment and possibly pay a fee for showing up late! You should also anticipate filling out paperwork when you check in with the receptionist, so it is best if you arrive early. The paperwork you have to fill out will vary depending on policies of the doctor’s office and how often you visit. More likely than not, you will need to know information about your personal health, family health history, and insurance information. Page 34 of the workbook has a list of what typically happens as you check in.”

Slide 29

Slide 30
1. At this point, you will facilitate one of two possible versions of the Completing Registration Forms Activity. You should have reviewed both versions as you planned for your presentation, and selected the one that will work best for you.
   a. If you are using Version #1, there are no extra materials to download or print, since the items you need are in the slide deck (slides 27-31) and participant workbook (pages 35-39).
   b. If you are using Version #2, you will need to print at least scenario and one checklist for each small group. Links to Version #2 documents are provided above- in the “Preparing to Present” section of Module 4.

"In a moment, we’re going to do an activity where we use the information of imaginary people to complete the Personal and Family Health History Form on Participant Workbook pages 35-39. Take a few minutes to review the blank form to get ready for the activity. As you review, make a mental note of information you would not be able to provide if you walked into an appointment right now, without a parent or guardian there to help you. (DO NOT write any of your own information in the form, for privacy/confidentiality reasons.) For anything you don’t know or can’t look up in your phone, take your workbook home and get the information from your parents or guardians so that you have it when you need it in the future.” Give participants a few minutes to review.
Presenter Instructions & Script for Version #1 (slides 29-33):

1. **INTRODUCTION:**

   “Paperwork can be very tedious, but it is important for your doctor to know all the information so they can give you the most comprehensive care possible. We are going to split into small groups and look at the scenario and see if we can fill out the registration forms.”

2. Split participants into small groups (2-3 participants)
3. Have groups use the information from slides 27-31 to complete as much of the Personal and Family Health History Form as possible. Show one slide at a time, allowing time for groups to finish with one slide before moving on to the next one. When participants have filled in the form as much as possible, review which items on the form were known (based on the scenario) and which they had to leave blank. Discuss.
4. **SAMPLE SCRIPT (TRANSITION):**

   “The information you provide on the registration forms is extremely important to the doctors and other healthcare professionals responsible for your care. It gives them an insight into your current lifestyle and allows them to make suggestions to keep you as healthy as possible based on your personal and family history. Use the different tips we discussed as a class to make sure you are giving your doctor the complete picture of your current health and health history.”

Presenter Instructions & Sample Script for Version #2:

1. **INTRODUCTION:**

   “Paperwork can be very tedious, but it is important for your doctor to know all of the information so they can give you the most comprehensive care possible. We are going to split into small groups and look at examples of teenagers who are filling out paperwork before their appointments.”

2. Split participants into small groups (2-3 participants; should have at least one group for each scenario)
3. Give each group one scenario and each student a checklist.
4. Read through the scenario and check off all of the parts of the registration forms they will be able to complete. Use the registration forms in your workbook (pg. 35-39) as a guide to what needs to be completed on the forms.
5. Determine if the person in your scenario is able to complete every section on the forms.
   a. If they were able to complete everything, circle YES and you are finished
   b. If they were not able to complete everything, circle NO and give advice to that person that would help them complete the sections they are missing next time.
6. Review each scenario as a class (review keeping doctor’s numbers in contacts, keep personal history in an app, talk with parents about family history - can also be stored in app)
7. **SAMPLE SCRIPT (TRANSITION):**
“The information you provide on the registration forms is extremely important to the doctors and other healthcare professionals responsible for your care. It gives them an insight into your current lifestyle and allows them to make suggestions to keep you as healthy as possible based on your personal and family history. Use the different tips we discussed as a class to make sure you are giving your doctor the complete picture of your current health and health history.”

SAMPLE SCRIPT:

“It’s helpful to keep your contacts and essential medical information in your phone for quick reference. For those of you who are unsure of your personal history or your family’s medical history you can download a free app from the app store. The first app you see here is called Health Savii or another option is Family Medical Manager. There are many apps to choose from, pick one you feel will work best for you.”
Important Concepts:

- What do expect after completing paperwork
- Detailed communication and self-advocacy are essential

Important Vocabulary Words:

SAMPLE SCRIPT:

“If you don’t want to download an app there is always the Emergency Option for your Lock Screen if you have an iPhone. Here you can click on Medical ID and put your information in there. For android users there is something too. You can also use the Emergency option on your lock screen. Here you click on the red person at the bottom left and then it will tell you how to enter your emergency medical information so it will be visible. You can also put this information in the notes section on your phone.”
- Self-Advocacy
- Health Literacy

**SAMPLE SCRIPT:**

“After you have filled out and handed the registration paperwork back to the receptionist, a nurse or medical assistant will call your name when it is your turn to go to an exam room. They will take your height, weight, temperature, and blood pressure. They will also probably ask you questions related to the reason for your visit, if you are on any medications, and if you have any other concerns.

It is important to use your self-advocacy skills during your visit with the nurse, medical assistant and/or doctor to make sure you are getting the right care. Take a look at page 40 in the Participant Workbook for ideas on what to say if you don’t understand something and need to advocate for yourself.”

**Dos & Don’ts During the Visit (Slides 37-44, Workbook Pages 40-42)**

[Links to Classroom & Training Videos](#) (and access to video instructions and a classroom demonstration for this activity)

**Slide 37**

Dos & Don’ts During the Visit

Read statement and discuss what to do in order to be a self advocate.

**Slide 38**

Dos & Don’ts During the Visit

The care providers ask you why you have come into the office.

How do you respond?

**Slide 39**

Dos & Don’ts During the Visit

You take certain medications regularly, and are allergic to a few things. But sometimes when you are relaying information to someone else, you forget some of it.

How can you better remember this information?

**Slide 40**

Dos & Don’ts During the Visit

The doctor asked you if you take any medications. (You take one prescription medication everyday, some OTC medications when you have a cold, and a multivitamin every day.)

What do you tell him?
Important Concepts:
What to do, and not do, for a successful doctor visit.

Presenter Instructions and Sample Script
1. **INTRODUCTION:**

   “It isn’t enough to just say, ‘Use your self-advocacy skills when you go to the doctor.’ We need to know what that means and what it looks like in a healthcare setting. We are going to be discussing multiple situations during a doctor’s visit and putting your self-advocacy skills to good use.”

2. Group participants into pairs.
3. Have participants choose roles - one student is “Health” and the other student is “Care” (If you have a group of three, have two participants be “Health”.)
4. The “Health” participants need to make a big circle. They should be facing towards the inside of the circle. They will be the “outer circle” for “speed dating”.
5. The “Care” participants need to find their “Health” partner and stand facing them (with their backs to the inside of the “inner circle”). This will form the “inner circle” for “speed dating”.
6. Slides 36-42 each display a “Do’s and Don’ts” scenario. Display the first scenario on the board and read it aloud.
7. Participants discuss (with their speed dating partner) the answer to the question for the scenario. (approximately 1 ½ minutes)
8. Discuss responses as a whole group. Use “Do’s and Don’ts Answer Key” to provide feedback to participants.
9. Switch partners, by rotating the inner circle one person clockwise, before you display the next scenario. (If you had a group of three, the two “health” participants from their group count as “one person” on the “outer circle”.)
10. Repeat steps 6-9 for the rest of the scenarios.
11. **TRANSITION:**

   “Giving the doctor the right information will help him or her make sure you are getting what you need during the appointment. Be honest with them and don’t be afraid to ask a lot of questions!”

### Module Conclusion (Slide 45, No Workbook Pages)

**Slide 45**

![Navigating Your Visit](image)

**Presenter Instructions:**

1. Ask participants to share their thoughts on the program- biggest “Aha! moments”, most important thing(s) they learned, what they liked best, what they’d change or get rid of, what they wish we’d add, etc. (Please feel free to share this feedback with the Navigating the Health Care System team at Nemours Children’s Health System. You can email us at: [NTHCS@nemours.org](mailto:NTHCS@nemours.org))
Review Activities (Optional)
After you have presented all four modules, you may want to do some review activities with your participants. CLICK HERE to access the Optional Review Activities Folder.
Here are three options:

1. Did You Get The Jist?*- A fast, fun, challenging way to review the main points of the curriculum
2. Jeopardy*- Just like the TV show; includes PowerPoint slides with the questions, and an answer key
3. ZAP!*- involves more set up the first time you play, but participants tend to really enjoy it.

*Only available in English.

Post-Test (Optional)
If you pre-tested your participants, be sure to block time to administer the post-test at the end of Module 4.