



# Facilitator's Guide for Navigating the Health Care System: ALASKA

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## ABOUT NAVIGATING THE HEALTH CARE SYSTEM: ALASKA

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**Navigating the Health Care System: Alaska** is a state-specific version of the existing Navigating the Health Care System curriculum. The Alaska-specific version was created by Nemours Children's Health for the State of Alaska, Department of Health and Social Services, Division of Public Health. To view the full collection of Navigating the Health Care System materials, please visit: <https://www.movinghealthcareupstream.org/navigating-the-health-care-system>

## ACKNOWLEDGMENTS

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# Welcome!

Welcome to the Facilitator's Guide for Navigating the Health Care System: ALASKA. 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.

## 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.
  - o Blank pre-tests and the blank answer key are in the Module 1 Materials Zip Folder. Blank post-tests and the blank answer key are in Module 4 Materials Zip Folder.
  - o Presenters collect and score pre/post-tests. Nemours Children's Health does not view or collect this information.
2. **How will participants view and use the Participant Workbook?**
  - o Viewing PDF on Computer/Tablet
    - The Participant Workbook is a fillable PDF. You may want to email a copy to participants or give them cloud access so that they can view the workbook, and complete activities, on their computers/tablets during the session.
  - o Printed Version of PDF
    - If you plan to print and distribute paper copies of the PDF, 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.
    - If you distribute paper copies, be sure to instruct participants not to write private information about themselves or their families in the workbook.
  - o Electronic Versions of Workbook Activities
    - Electronic versions of each activity are [AVAILABLE HERE](#). Using the electronic version of NTHCS, presenters can assign activities to participants, and participants can complete and return assignments. Data are transmitted through Nemours' server, but responses are not stored on the server, eliminating privacy concerns.
    - If assigning activities electronically, 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 reliable 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. Even if you expect to have internet access, as best practice, presenters should download videos to the computer they'll use during the presentation. This allows presenters to play the saved version of the video even if the internet connection fails, or if embedded links in slides don't work correctly. Links to videos are in the Activities At-A-Glance document (which can be found within this Facilitator's Guide and in the Zip Files for each module) and also in the speaker notes of each PPT slide.
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, speakers if you'll be playing videos during your session, 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](mailto:NTHCS@nemours.org) with questions, comments, and suggestions.

## Materials Inventory

Navigating the Health Care System: Alaska materials are available at:

<https://www.movinghealthcareupstream.org/navigating-the-health-care-system-alaska>

Materials are organized as outlined below.

### Module 1 Zip File contains the following files:

- Facilitator's Guide (Alaska)
- NTHCS Pre-Test
- NTHCS Pre-Post (Answer Key)
- Participant Workbook (Alaska)
- Module 1 Presentation Slides (Alaska)
- Using Kahoot!
- Where Do I Go? (Book Version: Answer Key)
- Where Do I Go? (Alternate Activity): Scenario Cards
- Where Do I Go? (Alternate Activity): Wall Signs
- Where Do I Go? (Activity: Answer Key)
- Family Health History: Under 18
- Family Health History: 18+
- Take-Home Checklist: A To-Do List for Owning Your Own Health
- Sub-Folder: Example Drawings for "Your Interpretation" Activity
  - i) Example 1
  - ii) Example 2
  - iii) Example 3
  - iv) Example 4

### Module 2 Alaska Zip File contains the following files:

- Facilitator's Guide (Alaska)
- Participant Workbook (Alaska)
- Module 2 Presentation Slides (Alaska)
- Using Kahoot!
- Responsible Medication Use (Instructions, Scenarios and Answers)
- Responsible Medication Use (Game Cards)
- Responsible Medication Use (Answer Key)
- Reading OTC Drug Labels, (Book Version: Answer Key)
- Reading OTC Drug Labels (Alternate Activity: Sample Label—p.16)
- Reading OTC Drug Labels (Alternate Activity: Questions)
- Reading OTC Drug Labels (Alternate Activity: Answer Key)
- Take-Home Checklist: A To-Do List for Owning Your Own Health

### Module 3 Alaska Zip File contains the following files:

- Facilitator's Guide (Alaska)
- Participant Workbook (Alaska)
- Module 3 Presentation Slides (Alaska)
- Health Insurance: Vocabulary Matching (Blank Worksheet)
- Health Insurance: Vocabulary Matching (Answer Key)
- Reading Insurance Cards (Book Version: Answer Key)
- Reading Insurance Cards (Alternate Activity)
- Reading Insurance Cards (Alternate Activity: Answer Key)
- Take-Home Checklist: A To-Do List for Owning Your Own Health

### Module 4 Alaska Zip File contains the following files:

- Facilitator's Guide (Alaska)
- Participant Workbook (Alaska)
- Module 4 Presentation Slides (Alaska)
- Using Kahoot!
- Take-Home Checklist: A To-Do List for Owning Your Own Health
- NTHCS Pre-Survey
- NTHCS Pre-Post (Answer Key)

### Optional Review Activities Zip File contains the following files:

- Did You Get the Jist? (Blank worksheet; Instructions)
- Health Literacy Jeopardy (PPT slides with questions; Answer key)
- Zap! (Instructions; Game cards; Answer key)
- NTHCS Quiz (Answer Key: quiz is located in the Electronic Version of NTHCS activities)

### Electronic Version—NTHCS Activities:

Electronic versions of activities are [\*\*AVAILABLE HERE\*\*](#). Simple instructions tell presenters how to select an activity (or activities), 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.

### Activities At-A-Glance:

NTHCS activities are offered in multiple formats so that presenters have options suitable for either in-person or virtual sessions and their personal preferences. For each activity in the lesson plans, the table indicates the corresponding slide(s), corresponding page(s) in the Participant Workbook, and whether the activity can be facilitated using materials in the Zip Files, Electronic Workbook, or Other Platforms: Kahoot!, Vimeo, etc. Links are provided, making this document a useful dashboard. The [\*\*Activities At-A-Glance table\*\*](#) is included in the Zip File for each module and is also included within the Facilitator's Guide (this document).

# Navigating the Healthcare System—ALASKA: Activities At-A-Glance

NTHCS activities are offered in multiple formats so that presenters have options suitable for either in-person or virtual sessions. The table below summarizes activities and formats, with links. Content in the table is also repeated throughout the Facilitator’s Guide.

MODULE 1						
Activity	Slide(s)	Workbook Page(s)	Materials in Zip File	Electronic Workbook Activities	Other Platforms	
(optional) NTHCS Pre-Survey	Slide 3	n/a	NTHCS Pre-Survey NTHCS Pre-Post (Answer Key)	Activity 5.1.1 NTHCS Pre-Survey	n/a	
ZocDoc Insurance Commercial (Video)	Slide 2	n/a	n/a	n/a	Vimeo: <a href="#">Intro Video</a> password: nthcs (all lower case)	
Words Worth Knowing / Your Interpretation	Slides 4-5	n/a	n/a	n/a	ClassKick: <a href="#">Words Worth Knowing</a>	
Self-Advocacy (Video)	Slide 7	n/a	n/a	n/a	YouTube: <a href="#">Exact Instructions Challenge</a>	
Self-Advocate Qualities	Slide 8	p3	n/a	Activity 1.1.1 Self Advocate Qualities	n/a	
Where Do I Go? (Book Version)	Slide 18	p6	<ul style="list-style-type: none"><li>Where Do I Go? (Book Version: Answer Key)</li><li>Using Kahoot!</li></ul>	Activity 1.2.1 Where Do I Go? (Book Version)	Kahoot: <a href="#">Where Do I Go? (Book Version)</a>	
Where Do I Go? (Alternate Activity)	Slide 19	n/a	<ul style="list-style-type: none"><li>Where Do I Go? (Alternate Activity: Scenario Cards, Wall Signs, and Answer Key)</li><li>Using Kahoot!</li></ul>	Activity 1.2.2 Where Do I Go? (Alternate Activity)	Kahoot: <a href="#">Where Do I Go? (Alternate Activity)</a>	
Family Health History	Slide 21	p 6-9	<ul style="list-style-type: none"><li>Family Health History: Under 18</li><li>Family Health History: 18+</li></ul>	Activity 1.3.1 Family Health History: Under 18 Activity 1.3.2 Family Health History: 18+	n/a	

MODULE 2						
Activity	Slide(s)	Workbook Page(s)	Materials in Zip File	Electronic Workbook Activities	Other Platforms	
Responsible Medication Use	Slide 5	n/a	<ul style="list-style-type: none"><li>Responsible Medication Use (Instructions, Scenarios and Answers)</li><li>Responsible Medication Use: (Game Cards)</li><li>Using Kahoot!</li></ul>	Activity 2.2.1 Responsible Medication Use	Kahoot: <a href="#">Responsible Medication Use</a>	
Reading Drug Labels (Video)	Slide 6	n/a	n/a	n/a	Vimeo: <a href="#">Clip from Dr. House (Inhaler Mistake)</a> password: nthcs (all lower case)	
Reading OTC Drug Labels (Book Version)	Slide 8	p16	<ul style="list-style-type: none"><li>Reading OTC Drug Labels (Book Version: Answer Key)</li></ul>	Activity 2.2.2 Reading OTC Drug Labels (Book Version)	n/a	
Reading OTC Drug Labels (Alternate Activity)	Slide 8	n/a	<ul style="list-style-type: none"><li>Reading OTC Drug Labels (Alternate Activity): Sample Label</li><li>Reading OTC Drug Labels (Alternate Activity: Questions)</li><li>Reading OTC Drug Labels (Alternate Activity): Answer Key</li></ul>	Activity 2.2.1 Reading OTC Drug Labels (Alternate Activity)	n/a	
Vaccine: Fact or Myth	Slides 10-16	p17	n/a	Activity 2.3.1 Vaccine: Fact or Myth	n/a	

### MODULE 3

Activity	Slide(s)	Workbook Page(s)	<a href="#">Materials in Zip File</a>	<a href="#">Electronic Workbook Activities</a>	Other Platforms
Health Insurance: Vocabulary Matching (part one)	Slide 4-5	n/a	<ul style="list-style-type: none"> <li>Health Insurance: Vocabulary Matching (Worksheet: Complete items #1-6)</li> <li>Health Insurance: Vocabulary Matching (Worksheet: Answer Key)</li> </ul>	<b>Activity 3.1.1</b> Health Insurance: Vocabulary Matching (Complete items #1-6)	n/a
Health Insurance: Vocabulary Matching (part two)	Slide 13	n/a	<ul style="list-style-type: none"> <li>Health Insurance: Vocabulary Matching (Worksheet: Complete items #7-12)</li> <li>Health Insurance: Vocabulary Matching (Worksheet: Answer Key)</li> </ul>	<b>Activity 3.1.1</b> Health Insurance: Vocabulary Matching (Complete items #7-12)	n/a
What is Health Insurance (Video)	Slide 14	n/a	n/a	n/a	<b>Vimeo: <a href="#">What Is Health Insurance</a></b> <b>password:</b> nthcs (all lower case)
Reading Insurance Cards (Book Version)	Slide 16	p26	<ul style="list-style-type: none"> <li>Reading Insurance Cards (Book Version: Answer Key)</li> </ul>	<b>Activity 3.2.1</b> Reading Insurance Cards (Book Version)	n/a
Reading Insurance Cards (Alternate Activity)	Slide 16	n/a	<ul style="list-style-type: none"> <li>Reading Insurance Cards (Alternate Activity)</li> <li>Reading Insurance Cards (Alternate Activity: Answer Key)</li> </ul>	<b>Activity 3.2.2</b> Reading Insurance Cards, (Alternate Activity)	n/a
Understanding Confidentiality: Communication with Adults	Slide 17	n/a	n/a	n/a	<b>Vimeo: <a href="#">Understanding Confidentiality: Communication with Adults</a></b> <b>password:</b> nthcs (all lower case)

### MODULE 4

Activity	Slide(s)	Workbook Page(s)	<a href="#">Materials in Zip File</a>	<a href="#">Electronic Workbook Activities</a>	Other Platforms
Scheduling an Appointment	Slides 4-5	p32-33	Using Kahoot!	<b>Activity 4.1.1</b> Scheduling an Appointment	<b>Kahoot!: <a href="#">Scheduling an Appointment</a></b>
Be Your Own Advocate	Slides 14-18	p42	n/a	<b>Activity 4.2.1</b> Be Your Own Advocate	n/a
<b>(optional)</b> NTHCS Post—Survey	Slide 19	n/a	NTHCS Post-Survey NTHCS Pre-Post (Answer Key)	<b>Activity 5.1.2</b> NTHCS Post-Survey	n/a

### OPTIONAL REVIEW ACTIVITIES

Activity	Slide(s)	Workbook Page(s)	<a href="#">Materials in Zip File</a>	<a href="#">Electronic Workbook Activities</a>	Other Platforms
Did You Get the Jist?	all	all	<ul style="list-style-type: none"> <li>Did You Get the Jist? (Instructions)</li> <li>Did You Get the Jist? (Blank Worksheet)</li> </ul>	n/a	n/a
Jeopardy!	all	all	<ul style="list-style-type: none"> <li>Health Literacy Jeopardy!</li> <li>Health Literacy Jeopardy! (Answer Key)</li> </ul>	n/a	n/a
ZAP!	all	all	<ul style="list-style-type: none"> <li>ZAP! (Instructions)</li> <li>ZAP! (Game Cards)</li> <li>ZAP! (Answer Key)</li> </ul>	n/a	n/a
NTHCS Quiz	all	all	NTHCS Quiz (Answer Key)	<b>Activity 5.2.1</b> NTHCS Quiz	n/a

# Module 1: Health Care Fundamentals

## 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.)

Unless a separate link is provided, all materials below are available in the [Module 1 Zip File](#).

Review the [Activities At-A-Glance table](#) to decide which version of each activity will work best for you. Download the materials you'll need.

## This Module Covers:

- Introduction to Navigating the Health Care System
- Definition of Health, Health Care, Health Literacy
- 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



### Slide 1

**Corresponding Participant Workbook Page(s):** 2

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:**

- **Vimeo:** Intro Video <https://vimeo.com/292664708>
- **Password:** nthcs (all lower case)

## Presenter Instructions & Script

**Sample Script:** “Today we are starting a unit about successfully navigating the health care system—making your own doctor appointments, filling out medical forms, understanding insurance, and more. It might seem like this is not something you need right now, but before you know it, you will be dealing with health care related issues on your own. We are going to start with a video clip.”

**Distribute participant workbooks.** Explain expectations—for example, will you hold the workbooks between each session or are participants expected to bring them to each session? Instruct participants NOT to write any personal or family health information in the book in case it is lost or misplaced; any personal or health information written down should be made-up examples for the purpose of learning how to fill out forms, etc.



### Slide 2

**Corresponding Participant Workbook Page(s):** 2

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:**

- **Vimeo:** Intro Video <https://vimeo.com/292664708>
- **Password:** nthcs (all lower case)

## Presenter Instructions & Script

**Play video clip:** ZocDoc Insurance Commercial (*Length: 26 seconds*)

(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.)



### Slide 3

**Corresponding Participant Workbook Page(s):** 2

**Activity Options:**

**Materials in Zip File:** <https://www.movinghealthcareupstream.org/navigating-the-health-care-system-alaska>

- NTHCS Pre-Survey
- NTHCS Pre-Post (Answer key)

**Electronic Workbook Activities:** <https://nthcs.nemours.org/teacher.php>

- **Activity 5.1.1:** Navigating the Health Care System Pre-Survey

**Other Platforms:** n/a

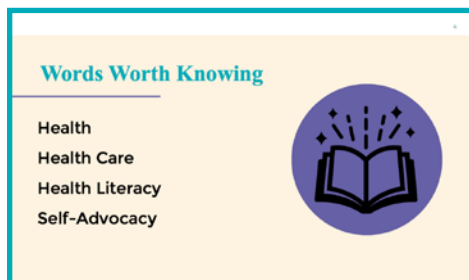
### Presenter Instructions & Script

**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.

**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 providers, insurance, family history, and what you need to know when going to the provider 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.

**Administer Pre-test (if using):** 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.



### Slide 4

**Corresponding Participant Workbook Page(s):** 2-3

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

**Important Concepts:** (through slide 9)

- The relationship between health, health care, health literacy, and self-advocacy

**Important Vocabulary Words:** (through slide 9)

- Health
- Health Care
- Health Literacy
- Self-Advocacy

### Presenter Instructions & Script

**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. You are going to use these words and definitions for the next activity. Let’s take about three minutes to find and review the definitions of these words in your workbooks.”

### Your Interpretation...

Draw/Write/Map the relationship between the following vocabulary words:

Health  
Health Care  
Health Literacy  
Self-Advocacy

## Slide 5

**Corresponding Participant Workbook Page(s):** 2-3, and 11

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:**

- **Classkick:** Words Worth Knowing  
[app.classkick.com/#/assignments/AXPtrPdQRaSa578PuydFMg](https://app.classkick.com/#/assignments/AXPtrPdQRaSa578PuydFMg)

## Presenter Instructions & Script

**This activity works for in-person or virtual presentations.** Suggestions for how to facilitate the activity are shared below.

1. Break the participants up into groups of 2-3 or have the participants work independently to create their own interpretation.
  - **(Virtual Option):** Use [app.classkick.com/#/assignments/AXPtrPdQRaSa578PuydFMg](https://app.classkick.com/#/assignments/AXPtrPdQRaSa578PuydFMg) to complete the activity
  - **(Virtual Option):** Use the whiteboard feature in your video conferencing app to draw visuals as a group.
  - **(Virtual or In Person Option):** Have each participants draw maps with the supplies they have with them.
2. If participants are working in groups, designate someone to capture the group's thoughts. If participants are working in small groups on virtual platforms, you may need to have them take a screen shot, photo, etc. of their concept map to share with everyone when you bring the back together to share.
3. Allow about **7 minutes** for each group to create its concept map.

**Sample Script:** "Draw, write or map the relationship between the four vocabulary words. A concept map is a visual representations of information. They can be charts, graphic organizers, tables, flowcharts, Venn Diagrams, timelines, or T-charts."

### Your Interpretation...

Develop one statement that describes your understanding of the relationship between the four vocabulary words.

## Slide 6

**Corresponding Participant Workbook Page(s):** 2-3, and 11

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:**

- **Classkick:** Words Worth Knowing (*continued*)  
[app.classkick.com/#/assignments/AXPtrPdQRaSa578PuydFMg](https://app.classkick.com/#/assignments/AXPtrPdQRaSa578PuydFMg)

## Presenter Instructions & Script (*Continued*)

4. If participants are working in groups, bring them back into one group. Have each person or group share their concept map, drawing, or statement.
5. Have the whole group come up with one statement that describes the class's understanding of the relationship between the four vocabulary words. (This portion of the activity—creating summary statements—should be limited to about 8 minutes, since the entire activity should take about **15 minutes**.)
6. **Transition to the next activity.**

**Sample Script:** "You will see these connected concepts throughout the unit because they are vital to taking care of your health needs."



## Slide 7

**Corresponding Participant Workbook Page(s):** 3

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:**

- **YouTube:** Exact Instructions Challenge—THIS is why my kids hate me.  
[https://www.youtube.com/watch?v=cDA3\\_5982h8](https://www.youtube.com/watch?v=cDA3_5982h8)

**Important Concepts:** (through slide 9)

- The importance of self-advocacy and clear communication

**Important Vocabulary Words:** (through slide 9)

- Self-Advocacy

## Presenter Instructions & Script

**This is an animated slide.**

**Play the video before advancing slides** and moving into the activity.

Play a snippet of the **Exact Instructions Challenge - THIS is why my kids hate me**. You don't need to play the whole thing—select the portion that you like best as you prepare to present this activity.

([https://www.youtube.com/watch?v=cDA3\\_5982h8](https://www.youtube.com/watch?v=cDA3_5982h8)) (Video Length: 7:22minutes.)

**Sample Script (from FIRST ANIMATION):** “Why is this an important metaphor? How does this apply to you as an individual and your health?”

“You just saw a dad try to follow his kids’ instructions on making a PB&J sandwich, you saw what not being specific had the dad do, everyone has their own specific health needs. Unfortunately, providers and other care providers 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 providers help you.”

**Transition into activity.**

**Sample Script (from SECOND ANIMATION):** “Who can describe how they make a PB&J sandwich?”

Call on three participants. Have each one describe (ingredients and step-by-step process) how they make a PB&J sandwich. **(Allow about 1 minute per person for this—about 3 minutes total.)**

Advance to **THIRD ANIMATION**

**Sample Script (from THIRD ANIMATION):** “Does everyone make their sandwich the same way? How do you need to communicate in order to get someone else to make you your PERFECT sandwich? How does this relate to self-advocacy and health care? We’re about to find out!”

Stay on **THIRD ANIMATION**—Make the point that clear communication and self-advocacy are the key to getting the sandwich you want in this activity—and the quality health care you want in real life.

**Sample Script (still on THIRD ANIMATION):** “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 and preferences. Remember that doctors and other care providers are not mind readers; they are not going to know what you need and what questions or worries you have 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 providers help you.”

## Self-Advocate Qualities

Qualities of a good self-advocate	
I ask questions	I actively listen
I am prepared and organized	I take action and step up at a time for me to do so
I am assertive and respectful	I get what is best for me
I say what I want	I communicate clearly and with confidence
I am assertive, but respectful and polite	I stand up for myself
I communicate my strengths, needs and wishes	I am able to listen to the opinions of others, especially those opinions that I disagree with
I have a sense of self-respect	I take responsibility for myself
I know my rights	I know when to get help or when to go to work

## Slide 8

Corresponding Participant Workbook Page(s): 3

Activity Options:

Materials in Zip File: n/a

Electronic Workbook Activities: <https://nthcs.nemours.org/teacher.php>

- Activity 1.1.1: Self Advocate Qualities

Other Platforms: n/a

## Presenter Instructions & Script

This is an animated slide.

This activity works for in-person or virtual presentations. Suggestions for how to facilitate the activity are shared below.

**Sample Script (from FIRST ANIMATION):** “We’re going to talk a little more about self-advocacy, starting with the definition on page three of your workbook.”

Give participants time to read the definition on page three or read it to them. Paraphrase it for the group to ensure understanding.

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

Allow time for responses.

**Continue:** “OK, so let’s move on look at what it takes to be a good self-advocate.”

Have participants launch **Electronic Activity 1.1.1: Self-Advocate Qualities**—follow along in the workbook, or follow along with the slide. If they’re using the electronic activity, pause to let participants complete the activity.

Advance to **SECOND ANIMATION**

**Sample Script (from SECOND ANIMATION):** “Add a star next to one of the self-advocate qualities you already have. Or just make a mental note.”

Advance to **THIRD ANIMATION**

**Sample Script (from THIRD ANIMATION):** “Add a check next to one of the self-advocate qualities you’d like to strengthen. Or just make a mental note.”

Advance to **FOURTH ANIMATION**

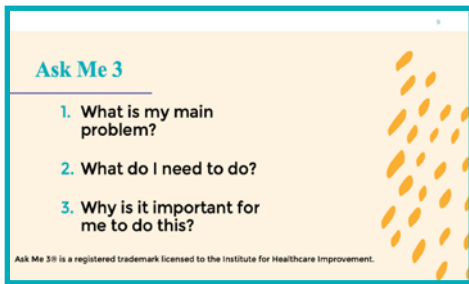
**Sample Script (from FOURTH ANIMATION):** “Highlight or underline one of the tips you’ll use to strengthen the skill you’d like to work on. Or just make a mental note.”

Stay on **FOURTH ANIMATION**—Ask a few participants to volunteer to share the tip they think will help them develop good Self-Advocacy skills.

Ask other participants to raise their hands if they chose the same tip. If participants are hesitant to share, make up your own example to get things started.

Transition to the next activity.

**Sample Script (still on FOURTH ANIMATION):** “Being a strong self-advocate can help you be health literate; these skills are necessary to understand what the provider is telling you and for you to be able to tell the provider 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.”



## Slide 9

**Corresponding Participant Workbook Page(s):** 3

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

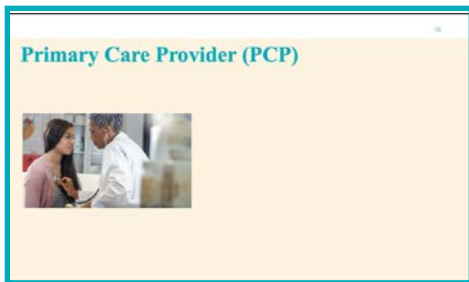
**Other Platforms:** n/a

## Presenter Instructions & Script

**Sample Script:** “Clear communication is the foundation for patients to be able to understand and act on health information. **Ask Me Three** encourages patients and families to ask three simple questions of their health care provider.

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

“You can ask these questions when you see your provider, when preparing for a medical test or surgery (procedure), or even when you are getting medication. Be sure to let your provider know if you still don’t understand what you need. Ask them questions until you do understand. You could say something like, “This is new to me. Can you please tell me that again?” This could be a conversation with your provider about what you will actually do once you leave the appointment (what’s non-negotiable, what do you have more control over). Knowing the answers to these 3 questions will enable you to better care for yourself.”



## Slide 10

**Corresponding Participant Workbook Page(s):** 4-5

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

**Important Concepts:** (through slide 14)

- Types of primary care providers
- Importance of having, and liking / trusting, a Primary Care Provider (PCP)

**Important Vocabulary Words:** (through slide 14)

- Primary Care Provider (PCP)
- Pediatrician
- Internist
- Family Provider / General Practitioner
- Specialist
- Referral
- Care Team

## Presenter Instructions & Script

**This is an animated slide.**

**Sample Script (FIRST ANIMATION):** “Health care is full of acronyms. One you will probably hear a lot is PCP, which stands for primary care provider. A PCP is the general health care practitioner who practices general medicine. A PCP is usually your first stop for medical care. PCPs treat a wide range of issues and will help you coordinate your treatment if you need to see a specialist. Most PCPs are doctors, but nurse practitioners and physician assistants can also be PCPs.”

Advance to **SECOND ANIMATION**, which will make first animation disappear.

**Sample Script (while still on SECOND ANIMATION):** *"There are several types of doctors that are PCPs. One type of primary care provider is a pediatrician. Raise your hand if you go to a pediatrician."*

**Allow time for participants to raise hands.**

**Continue:** *"What population visits a pediatrician?"*

Advance to **THIRD ANIMATION** to reveal answer: **infants, children, and teens.**

**Sample Script (while still on THIRD ANIMATION):** *"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)**

Advance to **FOURTH ANIMATION**, which will make third disappear.

**Sample Script (while still on FOURTH ANIMATION):** *"Internist are also considered primary care providers. Do you know what population typically visits an internist?"*

Advance to **FIFTH ANIMATION** to reveal answer: **adults (ages 18 and up).**

Advance to **SIXTH ANIMATION**, which will make fifth disappear.

**Sample Script (while still on SIXTH ANIMATION):** *"What about a Family Practitioner—sometimes called a General Practitioner, or "GP" for short?"*

Advance to **SEVENTH ANIMATION** to reveal answer: **Family, or General, Practitioners see patients of all ages.**

Advance to **EIGHTH ANIMATION**, which will make seventh disappear.

**Sample Script (while still on EIGHTH ANIMATION):** *"What about a geriatrician?"*

Advance to **NINTH ANIMATION** to reveal answer: **geriatricians treat older people.**

Advance to **TENTH ANIMATION**, which will make the ninth disappear.

**Sample Script (while still on TENTH ANIMATION):** *"Why do we even need to see a PCP in the first place?"*

Advance to **ELEVENTH ANIMATION** to reveal answer: **Typical reasons to see your PCP are for your annual "well visit"—to get a physical, for a sick visit, or if you need a vaccine for school. These days you can get some vaccines such as flu and COVID-19 at drug stores and clinics. But it's nice get vaccines at your PCPs when possible so that all of your vaccine records are in one place and can be sent to your school or work if needed. Most schools require copies of your vaccine records every few years.**

Advance to **TWELFTH ANIMATION**, which will make eleventh disappear.

Advance to **THIRTEENTH ANIMATION.**

**Sample Script (while on THIRTEENTH ANIMATION):** *"Your PCP is your primary care provider, but who else is on your care team? What kind of doctors could you see that aren't PCPs?"*

**Take answers.** Typical answers include: dentist, dermatologist, physical therapist, eye doctor, gynecologist (for people who have a uterus). There may be additional answers not listed here.)

**Continue:** *"What about folks who aren't doctors but who are part of your care team?"*

**Take answers.** Typical answers include: school nurse, front desk at provider office, nurses who are part of your doctor's visit (for example, taking your height or blood pressure before the doctor comes in), athletic trainers, and psychologists. There may be additional examples not listed here.

Advance twice, to **FIFTEENTH ANIMATION**

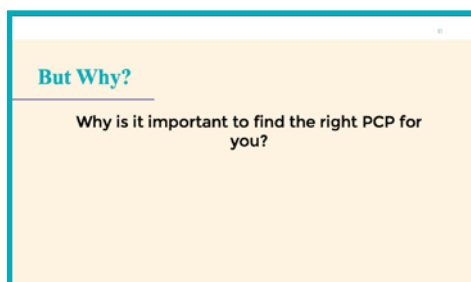
**Sample Script (from FIFTEENTH ANIMATION):** “Once you have a provider, it’s important to save their contact information in your phone. You’re teenagers and you’re not with your parents or guardians all the time. If you get hurt or sick while you’re out with your friends, you may need that number and 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 provider.”

Make a comment about the number of hands that are raised. Something like:

**Sample Script (while still on FIFTEENTH ANIMATION):** “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.”

**(Optional)** “If you want, you can randomly ask the adults in your life to give you a ballpark of how many provider phone numbers they have saved in their contacts. You’ll probably be surprised at how many providers 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.**)



## Slide 11

**Corresponding Participant Workbook Page(s):** 4-5

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

## Presenter Instructions & Script

**This is an animated slide.**

**Sample Script (FIRST ANIMATION):** “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 provider? Let’s brainstorm some reasons out loud. Take a look at that the “Why Should You Have a PCP” section on page four of the workbook for some ideas to get you started. Who wants to share?”

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

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

**Sample Script (SECOND & THIRD ANIMATIONS):** “Going to the same provider for your care instead of a random provider every time has benefits. So does liking and trusting that provider. When you see the same provider 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 provider, you’re more likely to trust his/her advice. When you like and trust your provider, 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.**

**Continue:** “Just remember you have options. You don’t have to see a provider you are not comfortable with and does not listen to your needs.”

### But How?

How can you find a PCP that you can trust and visit for a long period of time?

## Slide 12

**Corresponding Participant Workbook Page(s):** 4-5

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

## Presenter Instructions & Script

This is an animated slide.

**Sample Script (FIRST ANIMATION):** “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 provider 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 Provider” section on page four of the workbook for some ideas to get you started. Who wants to share?”

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

**Sample Script (SECOND & THIRD ANIMATIONS) 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 providers 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 providers 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.**

### But How?

#### Questions to Consider:

- Does your health insurance cover that particular provider’s services?
- Is the office staff friendly and helpful?
- Are the office hours convenient to your schedule?
- How easy is it to reach the provider? Do they use email?
- Do you prefer a provider whose communication style is warm and friendly or formal?
- Does the provider allow you to be involved in your care?

## Slide 13

**Corresponding Participant Workbook Page(s):** 4-5

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

## Presenter Instructions & Script

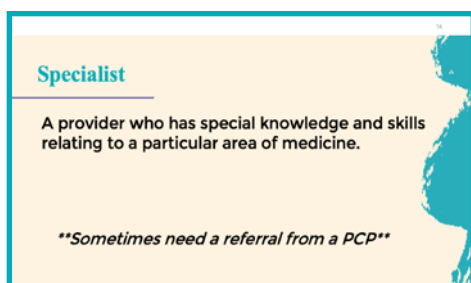
Participants appreciate hearing relevant examples from presenters. As you prepare to present this slide, think about whether you have any anecdotes related to choosing a provider or navigating the health care system. If you’re comfortable sharing, plan to include them in your presentation. One NTHCS 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 provider and she doesn’t want to switch practices—not an ideal scenario, but definitely real.

**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 provider. Look at the questions on this slide. They are also at the top of page five in your workbook. Read through the questions on your own and make a mental note of at least one question that represents what is important to you when selecting a PCP.”

**Allow a few moments for participants to review the list and make a selection before continuing.**

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

**Sample Script:** *"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 providers and their offices."*



## Slide 14

**Corresponding Participant Workbook Page(s):** 4-5

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

## Presenter Instructions & Script

**Sample Script:** *"We've already discussed that your primary care provider 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 provider that has completed advanced education in a particular branch of medicine."*

*"It is important to visit your primary care provider 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 provider 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."*



## Slide 15

**Corresponding Participant Workbook Page(s):** 5-6

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

**Important Concepts:** (through slide 19)

- Reasons to use the emergency department
- Reasons to use urgent care instead of your PCP
- Determining the most appropriate place to get care

**Important Vocabulary Words:** (through slide 19)

- Emergency Department / Emergency Room
- Urgent care

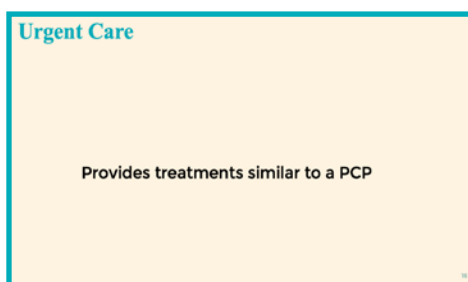
## Presenter Instructions & Script:

**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:**

**Sample Script:** “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 providers 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.”

“Emergency Departments are in Major Hubs only—Samuel Simmonds Memorial (Utqiagvik), Maniilaq Health Center (Kotzebue), Norton Sound Regional Hospital (Nome), Saint Mary’s Sub-regional Clinic, McGrath Regional Health Center, Sunshine Community Health Center (Talkeetna), Delta Junction, Fairbanks Memorial, Bartlett Regional Hospital (Juneau), Providence (Kodiak), Kakanak Hospital (Dillingham), SEARHC (Klawock), Mat-Su Regional (Palmer), etc.”



## Slide 16

**Corresponding Participant Workbook Page(s):** 5-5

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

## Presenter Instructions & Script

**This is an animated slide.**

**Sample Script (FIRST ANIMATION):** “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?”

**Forward to SECOND ANIMATION** 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.)

**Sample Script (THIRD ANIMATION):** *"Many people are choosing urgent care centers because they are open during times when a traditional provider'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."*

**Sample Script (FOURTH ANIMATION):** *"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](http://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."*

#### Seeking Care in Alaska

1. Community Health Aides / Practitioner Village Clinics
2. School Based Health Centers, Rural or Public Health Clinics
3. Alaska Native Tribal Health System
4. Telehealth
5. Think Prevention: Emergency Preparedness

#### Slide 17

**Corresponding Participant Workbook Page(s):** n/a

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

### Presenter Instructions & Script

**This is an animated slide.**

**Sample Script:** *"Seeking care in Alaska is different than in other states."*

*"Alaska is a land of extremes in weather and geography from maritime mountain ranges to vast expanses of tundra and impassable river systems. Eighty percent of the state does not have a road system, making residents dependent on air travel. Weather conditions for air travel can be variable and dangerous, so when hospital care is needed, it may not be accessible. These challenges forced rural Alaskans, especially, to find ways to bring care closer to home."*

**Advance slide one click** to map of Community Health Aide Program locations.

**"The Community Health Aide Program (CHAP)** is the backbone of primary rural care in our state. The network approximately 550 Community Health Aides/Practitioners (CHA/Ps) in over 170 rural Alaska villages. The network provides general/primary care, behavioral health care, and dental care. The use of the term "community health aide" is often used in a generic sense to refer to all health aide program, though Behavioral Health Aid, Dental Health Aide, and Community Health Aide are technically three different programs." (Image source: [https://akchap.org/wp-content/uploads/2020/10/2016\\_Village\\_TC\\_map.pdf](https://akchap.org/wp-content/uploads/2020/10/2016_Village_TC_map.pdf))

**"School Based Health Centers, and Rural or Public Health Clinics** are other locations through which Alaskans can receive care."

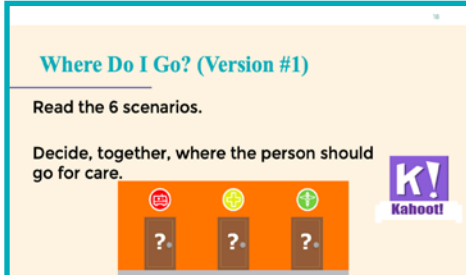
**Advance slide two clicks** to map of Alaska Native Health System.

**"The Alaska Native Tribal Health System** is a place where members of 567 federally recognized American Indian and Alaska Native Tribes and their descendants are eligible for services provided by the Indian Health Service. Alaska native youth will always first and foremost be beneficiaries of Indian Health Service, Tribal hospitals and health clinics throughout Alaska and the United States."

**"Telehealth** is a newer and more accepted method of seeking care. Telehealth uses a phone, tablet, or computer to connect to providers for healthcare visits. It lets you talk to your provider live without going into the office. Alaskans' benefit from telemedicine consults with primary care providers or remotely located medical specialists such as behavioral health via videoconferencing."

Advance slide two clicks to emergency preparedness image.

**Emergency preparedness** is something Alaskans also have to consider. In Alaska we aren't always near a place to get emergency care when needed. Sometimes we are out in the wilderness for vacation or food. It is a good idea to have an emergency preparedness plan prepared before going on an adventure and file it with someone you trust who will take it seriously. If you happen to need care while you are out in the wilderness, get to the local community health aid, who will assist you and call the troopers to arrange a flight to Anchorage."



## Slide 18

Corresponding Participant Workbook Page(s): 6

### Activity Options:

Materials in Zip File: <https://www.movinghealthcareupstream.org/navigating-the-health-care-system-alaska>

- Where Do I Go? (Book Version: Answer Key)

Electronic Workbook Activities: <https://nthcs.nemours.org/teacher.php>

- Activity 1.2.1: Where Do I Go? (Book Version)

### Other Platforms:

- Kahoot!: Where Do I Go? (Book Version):  
<https://create.kahoot.it/share/where-do-i-go-for-care/4d73e470-53c9-4612-a979-2631b2d18a45>

## Presenter Instructions & Script

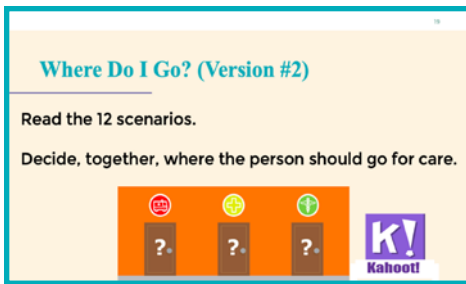
This slide presents the book version of the Where Do I Go? activity. **An alternate version is offered on the next slide.** Prior to presenting, you should review both versions, select the one you prefer, and hide or disregard the slide you don't plan to use.

- For Participant Workbook:** have participants turn to **page six**.
- For Electronic workbook:** have the participants open their email and go to the assigned activity: **Activity 1.2.1: Where Do I Go? (Book Version)**
- For Kahoot!:** click on the purple Kahoot! logo in the PPT slide and participants use their computer or cellphone to join. You may need to be in Slide Show Presentation mode for the link in the Kahoot! logo to be live. Participants can join at the Kahoot! website ([www.kahoot.it](http://www.kahoot.it)) or with the Kahoot! app.

**Sample Script:** "Next we're going to practice thinking about where to go to receive care. We'll read several scenarios out loud then decide, as a group, where we think the person should go."

**Scenarios & Answers:** *\*\*It is important to keep in mind that most places now offer telehealth. Be sure to include this as a discussion point.\*\**

- You fall down the stairs and sprain your ankle after dinner: **Urgent Care**
- You have a high fever of 103°F and can't stop vomiting: **Emergency Department**
- You have severe ear pain on Sunday morning: **Urgent Care**
- You need a physical exam (check-up) to play a sport: **PCP/Doctor**
- You have a sore throat, stuffy nose, and a cough: **PCP/Doctor**
- You are having trouble breathing: **Emergency Room**



## Slide 19

**Corresponding Participant Workbook Page(s):** n/a

### Activity Options:

**Materials in Zip File:** <https://www.movinghealthcareupstream.org/navigating-the-health-care-system-alaska>

- Where Do I Go?  
(Alternate Activity: Scenario Cards, Wall Signs, and Answer Key)

**Electronic Workbook Activities:** <https://nthcs.nemours.org/teacher.php>

- Activity 1.2.2:** Where Do I Go? (Alternate Activity)

### Other Platforms

- Kahoot!:** Where Do I Go? (Alternate Version):  
<https://create.kahoot.it/share/where-do-i-go-for-care-version-2/c5607ed8-fa15-4b9d-9f61-6647e728b936>

## Presenter Instructions & Script

**This is an animated slide.**

This slide presents an **alternate version** of the Where Do I Go? activity. Prior to presenting, you should review both versions, select the one you prefer, and hide or disregard the slide you don't plan to use.

**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. It is important to keep in mind that most places now offer telehealth. During this activity, we will be discussing multiple cases and deciding where each person should go for care."*

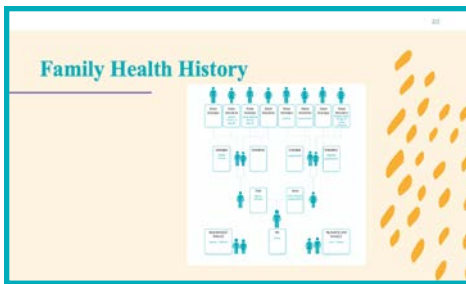
**Facilitate the activity using the materials from the Module 1 Zip Folder, Electronic Workbook, or Kahoot:**

- In Person Option:** Using the wall signs from the **Module 1 Zip Folder**, and have participants stand by sign that names where they think the person in the scenario should go for care.
- Virtual or In Person Option:** Using **Activity 1.2.2:** Where Do I Go? (Alternate Activity) in the Electronic Workbook, have the participants open their email and go to the assigned activity to complete.
- Virtual or In Person Option:** Using Kahoot!: click on the purple Kahoot! logo in the PPT slide and participants use their computer or cellphone to join. You may need to be in Slide Show / Presentation mode for the link in the Kahoot! logo to be live. Participants can join at the Kahoot! website ([www.kahoot.it](http://www.kahoot.it)) or with the Kahoot! app.

## Scenarios with Best Answers, Plus Rationale

\*\*Keep in mind that most places now offer telehealth. Be sure to include this as a discussion point.\*\*

1. The scenario about getting a sports physical: **Primary Care Physician (PCP)**  
**Rationale:** Urgent care providers are qualified to perform sports physicals. However, your PCP knows you better and would be able to give the best medical advice related to participating in sports.
2. The scenario about trouble breathing: **Emergency Department / Emergency Room (ED / ER)**  
**Rationale:** Breathing difficulty is life threatening, especially when it is an allergic reaction.
3. The scenario about having pink eye and your provider not having an appointment available: **Urgent Care**  
**Rationale:** Not life threatening, but something you don't want to wait a week to take care of.
4. The scenario about following up with a provider for your ankle: **Specialist**  
**Rationale:** Orthopedist has better knowledge of how to care for broken bones
5. The scenario about Sunday morning ear pain: **Urgent Care**  
**Rationale:** Most provider's offices are closed on Sundays. If the problem is severe enough that you need to go to the ED / ER, the urgent care will send you.
6. The scenario about the flu shot: **PCP**  
**Rationale:** Your PCP has the same shot as all of the other clinics that offer flu shots, plus your PCP will have the rest of your medical records and is more aware of your full health history. (This is similar rationale to #1.)
7. The scenario about high fever and vomiting: **ED / ER**  
**Rationale:** High fever with other severe symptoms can be life threatening
8. The scenario about cold / flu symptoms: **PCP**  
**Rationale:** Your PCP is best because they keep track of all of your visits and knows your health history. However, it's ok to go to urgent care if you can't get a timely appointment with your PCP.
9. The scenario about blistering burns: **Urgent Care**  
**Rationale:** Blisters typically mean second degree burns. If the burns are severe enough to warrant a trip to the ER, the providers at the urgent care clinic will send you.
10. The scenario about teeth cleaned: **PCP**  
**Rationale:** Your dentist is the PCP for your teeth.
11. The scenario about the tree accident: **ED / ER**  
**Rationale:** Hurt and clearly deformed is a serious injury that requires a visit to the ED / ER.
12. The scenario about buck teeth: **Specialist**  
**Rationale:** An orthodontist is a kind of specialist. Need the orthodontist to help put the teeth back into place



## Slide 20

**Corresponding Participant Workbook Page(s):** 6-9

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

**Important Concepts:** (through slide 21)

- How knowing, or not knowing, your family health history can impact your health
- The importance of sharing your family health history with your providers
- How to get more information about family medical history

**Important Vocabulary Words:** (through slide 21)

- Family Health History

## Presenter Instructions & Script

Use the image on this slide and / or the matching image on page seven of the Participant Workbook to facilitate the following discussion:

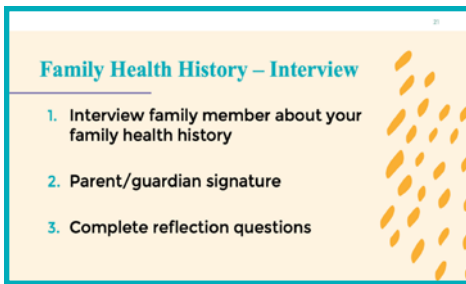
**Sample Script:** *"No matter where you choose to go for care, your personal and family health history are going to be important to your treatment. Just like we inherit genes from our parents that determine our hair color and personality, we inherit genes that make us more likely to have certain diseases 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 provider 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."*

*"Take a look at Sam's family tree. When looking at Sam's personal and family history what health risks does he have?" (Approximately 2 minutes to complete).*

*"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 provider 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 21

**Corresponding Participant Workbook Page(s):** 6-9

### Activity Options:

**Materials in Zip File:** <https://www.movinghealthcareupstream.org/navigating-the-health-care-system-alaska>

- Family Health History: Under 18
- Family Health History: 18+

**Electronic Workbook Activities:** <https://nthcs.nemours.org/teacher.php>

- **Activity 1.3.1:** Family Health History: Under 18
- **Activity 1.3.2:** Family Health History: 18+

**Other Platforms:** n/a

## Presenter Instructions & Script

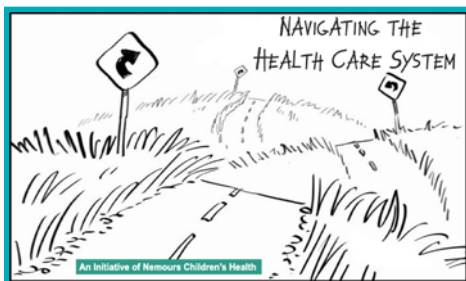
**This activity works for in-person or virtual presentations.** Choose the facilitation option that works best for your situation. The family health history worksheet is available in three locations:

1. Module 1 Zip Files
2. Participant Workbook
3. Electronic Workbook

Before the presentation, think about how formal you want this 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 provider. 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 the 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 ACTUAL FAMILY HEALTH HISTORY ON THE WORKSHEET**— just verbally interview them and have them sign to show that you completed the interview.”



## Slide 22

**Corresponding Participant Workbook Page(s):** 10

### Activity Options:

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

## Presenter Instructions & Script

**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 provider you trust, know when and how to seek the proper medical attention, and understand how your family health history can affect your health risks. In the next module, we are going to be discussing what you should know about your personal medical history.”

# Module 2: Understanding/Managing Your Health

## 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.)

Unless a separate link is provided, all materials below are available in the [Module 2 Zip File](#).

Review the [Activities At-A-Glance table](#) to decide which version of each activity will work best for you. Download the materials you'll need.

### This Module Covers:

- Introduction to Module 2
- Describing Symptoms
- Allergies
- Diagnosed Conditions
- Responsible Medication Use
- Reading Over the Counter (OTC) Drug Labels
- Vaccines—Fact or Myth



### Slide 1

**Corresponding Participant Workbook Page(s):** 14-18

#### Activity Options:

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

#### Important Concepts:

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

**Important Vocabulary Words:** n/a

## Presenter Instructions & Script

**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?"*

**(Answer: Know health risks, share with providers to get better care, start screenings earlier than recommended if at risk)**

*"When you visit any provider, 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 provider 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."*

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.

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

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

**Words Worth Knowing**

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

## Slide 2

**Corresponding Participant Workbook Page(s):** 14-18

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

**Important Concepts:** n/a

**Important Vocabulary Words:**

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

## Presenter Instructions & Script

**Sample Script:** *"These are the main topics we'll be covering in this session."*

**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."  
 vs.  
**Sarah**  
 "I have been feeling really weird for the past few days."

## Slide 3

**Corresponding Participant Workbook Page(s):** 14

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

**Important Concepts:**

- How to describe symptoms in detail to get the best care

**Important Vocabulary Words:**

- Symptoms

## Presenter Instructions & Script

**Sample Script:** *"Jackie and Sarah have not been feeling well. They each made an appointment with their PCP. When the provider asked them what was wrong, here was how they responded"*

**animate slide**

**Continue:** *"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 provider 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

- Provider will identify health condition based on symptoms
- Decide treatment options and provide a plan to manage any conditions you have

*\*\*Need to share allergies to rule them out during diagnosis\*\**

## Slide 4

**Corresponding Participant Workbook Page(s):** 14-15

### Activity Options:

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

### Important Concepts:

- How to describe symptoms in detail to get the best care

### Important Vocabulary Words:

- Diagnosis

## Presenter Instructions & Script:

**Sample Script:** “Your provider 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 provider 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 provider, is critical to getting an appropriate diagnosis and proper treatment.”

### Responsible Medication Use

- Understand what you are taking and what it treats

## Slide 5

**Corresponding Participant Workbook Page(s):** 15-16

### Activity Options:

**Materials in Zip File:** <https://www.movinghealthcareupstream.org/navigating-the-health-care-system-alaska>

- Using Kahoot!
- Responsible Medication Use (Instructions, Scenarios & Answers)
- Responsible Medication Use (Game Cards)
- Responsible Medication Use (Answer Key)

**Electronic Workbook Activities:** <https://nthcs.nemours.org/teacher.php>

- **Activity 2.1.1:** Responsible Medication Use

### Other Platforms

- **Kahoot!:** Responsible Medication Use: <https://play.kahoot.it/#/k/cdc73c98-d435-4351-9a6b-9c0c240b9279>

### Important Concepts: (through slide 9)

- Knowing how to take prescription and over-the-counter (OTC) drugs responsibly
- Reading a drug facts label

### Important Vocabulary Words: (through slide 9)

- Prescription Drug
- Over-the-Counter Drug (OTC)

## Presenter Instructions & Script:

This is an animated slide.

**Sample Script (from FIRST ANIMATION):** “As part of your treatment, your provider might give you a prescription for a medicine or suggest an over-the-counter medicine to help your medical condition. Even though a provider 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.”

Advance to **SECOND ANIMATION**.

**Sample Script (SECOND ANIMATION):** *“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 provider, 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.

**Sample Script (still on SECOND ANIMATION):** *“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.”*

*“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.”*

Advance to **THIRD ANIMATION**.

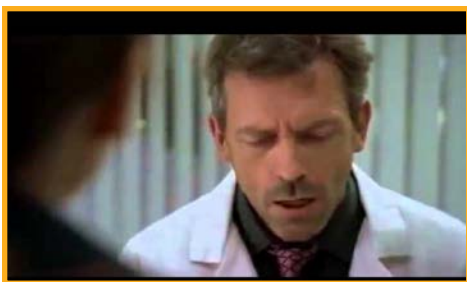
Facilitate the activity using materials from **Module Two Zip File materials, Electronic Workbook, or Kahoot.**

- **For Electronic Workbook,** have the participants open their email and go to the assigned activity (**Activity 2.1.1: Responsible Medication Use**)
- **For Kahoot!:** click on the purple Kahoot! logo in the PPT slide and participants use their computer or cellphone to join. You may need to be in Slide Show / Presentation mode for the link in the Kahoot! logo to be live. Participants can join at the Kahoot! website ([www.kahoot.it](http://www.kahoot.it)) or with the Kahoot! app.

### Responsible Medication Use (Answer Key)

(also available as a PDF in the Module 2 Zip Folder)

Question	Answer	Talking Points
#1: Need a note to get	<b>Prescription</b>	Some OTC drugs are kept behind the pharmacy counter, but they do not need a prescription
#2: Buy at Acme, Gas Stations, or Convenience Stores	<b>OTC</b>	OTC drugs can be bought from many different stores, prescriptions can only be <i>legally</i> purchased from a pharmacy (some of these stores have a pharmacy in them)
#3: Read and Follow Directions	<b>Both</b>	Tell you how to use them properly
#4: Dangerous if not used correctly	<b>Both</b>	Some participants think OTC is safer because it does not require a prescription; can be just as dangerous if misused
#5: One bottle can be used by more than one person	<b>OTC</b>	If my friend has a headache, I can give them some of my Advil, but not some of my prescription migraine medication
#6: Label has your name on it	<b>Prescription</b>	Name is the only person that should be using medication
#7: Label includes the inactive ingredients	<b>OTC</b>	Inactive ingredients replace questions the provider asks about allergies in an appointment; check inactive ingredients to avoid adverse reactions
#8: Label includes warnings	<b>Both</b>	What to avoid when taking the medication; what could cause problems Important to avoid adverse reactions with other medications already taking
#9: Label includes a description	<b>Both</b>	OTC bottle has picture on the box Prescription has description on bottle—important that medication matches description to avoid mistakes made by person filling prescription
#10: Ask a pharmacist if you have questions	<b>Both</b>	Ask questions when picking up prescription or take OTC medication to counter to ask a question
#11: Ask a provider if you have questions	<b>Both</b>	Ask questions during appointment or phone



## Slide 6

**Corresponding Participant Workbook Page(s):** 15-16

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:**

- **Vimeo:** Clip from *Dr. House: Inhaler Mistake*  
<https://vimeo.com/292673007>
- **password:** nthcs (all lower case)

## Presenter Instructions & Script:

**Slide 7 has a short video embedded in it.** If you will not have internet access during your presentation, be sure to save the 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."

Play video.



## Slide 7

**Corresponding Participant Workbook Page(s):** 15-16

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

## Presenter Instructions & Script:

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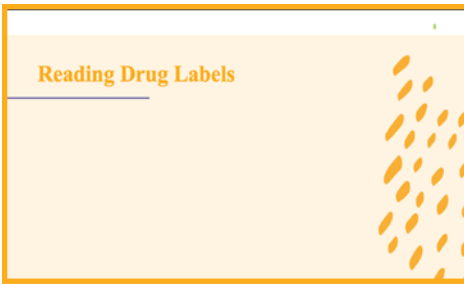
**Sample Script:** "What happened to Anna in the video clip?"

**(Answer. She was going through inhalers quickly because she wasn't using them properly)**

"How could she have avoided this embarrassing situation?"

**(Answer. Read the directions on the label. Ask the pharmacist or provider for help.)**

**Continue:** "In this situation, Anna was having trouble with her inhaler she used for asthma because she wasn't using it correctly. She could have used her self-advocacy skills and asked the provider to show her how to use her inhaler. Instead, 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."



## Slide 8

**Corresponding Participant Workbook Page(s):** 15-16

**Activity Option #1:** Reading OTC Drug Labels (Book Version)

**Materials in Zip File:** <https://www.movinghealthcareupstream.org/navigating-the-health-care-system-alaska>

- Reading OTC Drug Labels (Book Version: Answer Key)

**Electronic Workbook Activities:** <https://nthcs.nemours.org/teacher.php>

- **Activity 2.2.2:** Reading OTC Drug Labels (Book Version)

**Other Platforms:** n/a

**Activity Option #2:** Reading OTC Drug Labels (Alternate Activity)

**Materials in Zip File:** <https://www.movinghealthcareupstream.org/navigating-the-health-care-system-alaska>

- Reading OTC Drug Labels (Alternate Activity: Sample Label)
- Reading OTC Drug Labels (Alternate Activity: Questions)
- Reading OTC Drug Labels (Alternate Activity: Answer Key)

**Electronic Workbook Activities** <https://nthcs.nemours.org/teacher.php>

- **Activity 2.2.1:** Reading OTC Drug Labels (Alternate Activity)

**Other Platforms:** n/a

## Presenter Instructions & Script:

**This is an animated slide.**

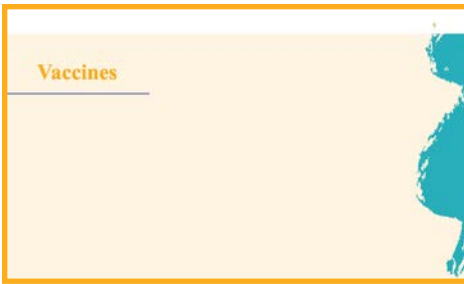
At this point, you will **facilitate one of two possible versions** of the Reading OTC Drug Labels activity—one that aligns with page sixteen in the Participant Workbook and an alternate version. You should have reviewed both versions as you planned for your presentation and selected the one that will work best for you. Prior to the session, you should have gathered whatever supplies you'll need.

**Sample Script:** *"We are going to spend more time specifically talking about the parts of an over-the-counter (or "OTC") drug label. You will typically find more information on these labels because they do not require a provider's visit or prescription to purchase. The label essentially has to play the part of the provider, 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."*

**Facilitate whichever version of the activity you've selected.**

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

**Sample Script:** *"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."*



## Slide 9

**Corresponding Participant Workbook Page(s):** 17

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

**Important Concepts:** (through slide 17)

- What a vaccine is
- Why vaccines are important to overall health
- Where to get reliable information about vaccines

**Important Vocabulary Words:** (through slide 17)

- Vaccine

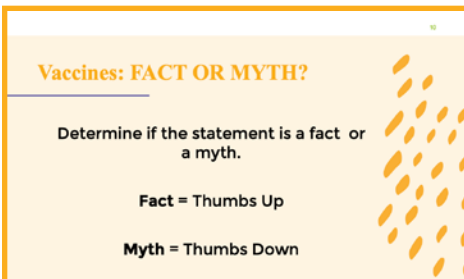
## Presenter Instructions & Script:

**This is an animated slide.**

**Sample Script (from FIRST ANIMATION):** “There are a lot of people who dread going to the provider 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 provider and knowing what vaccinations are available to you is part of being health literate.”

Advance to **SECOND ANIMATION**.

**Sample Script (from SECOND ANIMATION):** “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.”



## Slide 10, and 11-16

**Corresponding Participant Workbook Page(s):** 17

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** <https://nthcs.nemours.org/teacher.php>

- **Activity 2.3.1:** Vaccine: Fact or Myth

**Other Platforms:** n/a

## Presenter Instructions & Script:

**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, thumbs up if you think the statement on each slide is a fact. Thumbs down 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.”


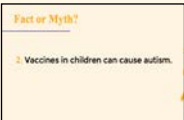
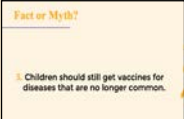
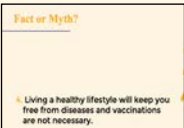
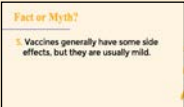
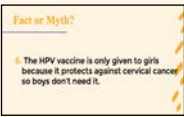
For each statement, give the correct answer once participants have indicated their responses by giving a “thumbs up” for items they think are facts and a “thumbs down” for items they think are myths. Ask a few participants to share their rationale for their answer.

Review talking points from answer key if not brought up in participant answers.

**Repeat for all statements (6 total).**

**Sample Script:** “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 caregivers and your provider about what vaccines you already have and what vaccines you should be getting in the future.”

## Slides 11–16

Statement	Slide #	Answer	Talking Points
#1: Get flu from flu shot	11 	Myth	<ul style="list-style-type: none"> <li>■ <b>Myth:</b> Flu shot is a weakened form of the disease that helps your body build immunity; while you're not going to get the flu from the vaccine itself, but you may still get another strain of the flu virus.</li> <li>■ <a href="#">Seasonal Flu Shot   CDC</a></li> </ul>
#2: Vaccines cause autism	12 	Myth	<ul style="list-style-type: none"> <li>■ <b>Myth:</b> Although the “Thimerosal” ingredient was linked to autism in 2003; it was removed from vaccines. <a href="#">Thimerosal and Autism?   American Academy of Pediatrics (aapublications.org) in 2001.</a></li> <li>■ Even after thimerosal was removed from almost all childhood vaccines, autism rates continued to increase, which is the opposite of what would be expected if thimerosal caused autism.</li> <li>■ <a href="#">Autism and Vaccines   Vaccine Safety   CDC</a></li> </ul>
#3: Still get vaccines for uncommon diseases	13 	Fact	<ul style="list-style-type: none"> <li>■ <b>Fact:</b> Diseases are uncommon because people are vaccinated; stop vaccinations = diseases become more common.</li> <li>■ <a href="#">Answers to Your Most Common Questions about Childhood Vaccines   CDC</a></li> <li>■ “Some vaccine-preventable diseases, like pertussis (whooping cough) and chickenpox, remain common in the United States. On the other hand, other diseases vaccines prevent are no longer common in this country because of vaccines. <b>However, if we stopped vaccinating, the few cases we have in the United States could very quickly become tens or hundreds of thousands of cases.</b> Even though many serious vaccine-preventable diseases are uncommon in the United States, some are common in other parts of the world. Even if your family does not travel internationally, you could come into contact with international travelers anywhere in your community. Children who don't receive all vaccinations and are exposed to a disease can become seriously sick and spread it through a community.”</li> </ul>
#4: Healthy lifestyle = no diseases = no vaccines	14 	Myth	<ul style="list-style-type: none"> <li>■ <b>Myth:</b> Healthy lifestyle helps reduce the risk of getting diseases, but vaccines are the most effective way to reduce the risk of infection.</li> <li>■ “A natural infection might provide better immunity than vaccination — but there are serious risks. For example, a natural chickenpox (varicella) infection could lead to pneumonia. A natural polio infection could cause permanent paralysis. A natural mumps infection could lead to deafness. A natural Haemophilus influenzae type b (Hib) infection could result in permanent brain damage or even death. Vaccination can help prevent these diseases and their potentially serious complications.”</li> <li>■ <a href="#">Childhood vaccines: Tough questions, straight answers—Mayo Clinic</a></li> </ul>
#5: Sides effects are mild	15 	Fact	<ul style="list-style-type: none"> <li>■ <b>Fact:</b> Side effects disappear within a few hours or days depending on the vaccination; the most common side effect is soreness near the injection.</li> <li>■ <a href="#">Vaccine Side Effects   Vaccines</a></li> </ul>
#6: HPV vaccine only for girls	16 	Myth	<ul style="list-style-type: none"> <li>■ <b>Myth:</b> The HPV prevents someone from contracting HPV which can cause cervical cancer in women, penile cancer in men, and anal cancer in both women and men. HPV can also cause cancer in the back of the throat, including the base of the tongue and tonsils (called <a href="#">oropharyngeal cancer</a>). HPV vaccine for all youth ages 10-26. (inclusive of non-binary and even Intersex)</li> <li>■ <a href="#">STD Facts—HPV and Men (cdc.gov)</a></li> <li>■ <a href="#">Human Papilloma Virus (HPV): Causes, Testing, Treatment &amp; Prevention (clevelandclinic.org)</a></li> <li>■ There are about 100 types of HPV that affect different parts of the body. About 30 types of HPV can affect the genitals — including the vulva, vagina, cervix, penis and scrotum — as well as the rectum and anus. Of those, about 14 types are considered “high risk,” for leading to cervical cancer.</li> </ul>



## Slide 17

**Corresponding Participant Workbook Page(s):** 17

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

## Presenter Instructions & Script:

**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 provider 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

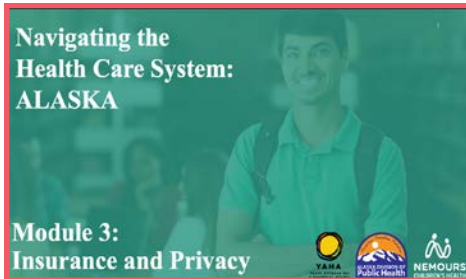
**Module Time:** Approximately 45 minutes

Unless a separate link is provided, all materials below are available in the [Module 3 Zip File](#).

Review the [Activities At-A-Glance table](#) to decide which version of each activity will work best for you. Download the materials you'll need.

This Module Covers:

- Types of Insurance
- Reading Insurance Cards
- Privacy & Confidentiality



## Slide 1

**Corresponding Participant Workbook Page(s):** 22

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

**Important Concepts:**

- Types of Insurance
- Privacy in Health Care

**Important Vocabulary Words:** n/a

## Presenter Instructions & Script

**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 providers handle private information."

"We're not going to talk as much about insurance coverage for dental, optometry (vision insurance), or behavioral/mental health including addiction treatment—but all of these kinds of care are also essential for your overall well-being."

### Words Worth Knowing

- Premium
- Deductible
- Co-pay
- Coinsurance
- Member ID
- Group Number
- Rx (Prescription Abbreviation)
- Confidentiality
- Explanation of Benefits
- Private Insurance
- Insurance Exchange
- Government Insurance / Medicaid
- Open Enrollment
- Prescription Insurance
- Brand Name
- Generic Name
- Life-Changing Event

## Slide 2

**Corresponding Participant Workbook Page(s):** 22-28

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

**Important Concepts:** n/a

**Important Vocabulary Words:**

- Premium
- Deductible
- Co-pay
- Coinsurance
- Member ID
- Group Number
- Rx (Prescription Abbreviation)
- Confidentiality
- Explanation of Benefits
- Private Insurance
- Insurance Exchange
- Government Insurance / Medicaid
- Open Enrollment
- Prescription Insurance
- Brand Name
- Generic Name
- Life-Changing Event

## Presenter Instructions & Script

**Sample Script:** *"These are the main topics we'll be covering in this session."*

### Health Insurance: Vocabulary Matching

Complete Questions #1 - 6

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

## Slide 3

**Corresponding Participant Workbook Page(s):** 22

**Activity Options:** Health Insurance: Vocabulary Matching (part one)

**Materials in Zip File:** <https://www.movinghealthcareupstream.org/navigating-the-health-care-system-alaska>

- Health Insurance: Vocabulary Matching (Worksheet) (Complete items #1-6)
- Health Insurance: Vocabulary Matching (Worksheet: Answer Key)

**Electronic Workbook Activities:** <https://nthcs.nemours.org/teacher.php>

- **Activity 3.1.1:** Health Insurance: Vocabulary Matching (Complete items #1-6)

**Other Platforms:** n/a

**Important Concepts:** (through slide 15)

- What Medical Insurance Is
- Types of insurance

**Important Vocabulary Words:** (through slide 15)

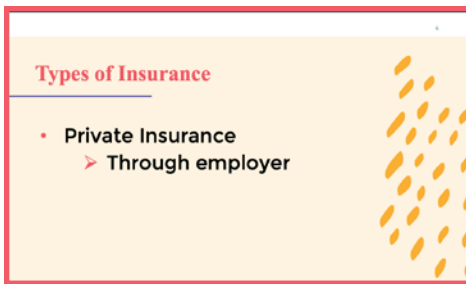
- Private Insurance
- Insurance Exchange
- Government Insurance / Medicaid
- Open Enrollment
- Prescription Insurance
- Brand Name
- Generic Name

## Presenter Instructions & Script

**This activity works for in-person or virtual presentations.** There are two versions of this activity. Choose the version that works best for your situation.

**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 provider, 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. 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."*



## Slide 4

**Corresponding Participant Workbook Page(s):** 22

### Activity Options:

**Materials in Zip File:** <https://www.movinghealthcareupstream.org/navigating-the-health-care-system-alaska>

- Health Insurance: Vocabulary Matching (Worksheet): (Complete items #1-6)
- Health Insurance: Vocabulary Matching: (Worksheet: Answer Key)

**Electronic Workbook Activities:** <https://nthcs.nemours.org/teacher.php>

- **Activity 3.1.1:** Health Insurance: Vocabulary Matching (Complete items #1-6)

**Other Platforms:** n/a

## Presenter Instructions & Script

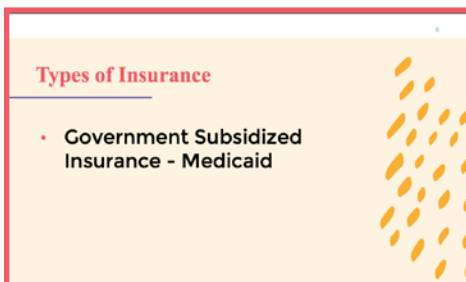
**Sample Script:** “It’s important to note not all insurances are the same and a procedure covered by one insurance plan might not be covered by another. This is why it’s important to know what your insurance plan covers. There are many different types of insurance. The type of insurance someone has depends on how they get it.”

“If your insurance comes from a parent or guardian’s job, it’s known as private insurance (like Aetna and Blue Cross Blue Shield). Most insurance plans allow you to be on a parent or guardian’s policy until you’re 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.”

**Have participants check their responses** on the Health Insurance Vocabulary Matching activity

**Sample Script:** “Look at your Health Insurance Vocabulary Matching activity. 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 5

**Corresponding Participant Workbook Page(s):** 22

### Activity Options:

**Materials in Zip File:** <https://www.movinghealthcareupstream.org/navigating-the-health-care-system-alaska>

- Health Insurance: Vocabulary Matching: (Worksheet) (Complete items #1-6)
- Health Insurance: Vocabulary Matching: (Worksheet: Answer Key)

**Electronic Workbook Activities:** <https://nthcs.nemours.org/teacher.php>

- **Activity 3.1.1:** Health Insurance Vocabulary Matching (Complete items #1-6)

**Other Platforms:** n/a

## Presenter Instructions & Script

**Sample Script:** “If you do not have insurance, you may qualify for government insurance. In Alaska, government insurance is called Medicaid or Denali KidCare (CHIP). There is no cost to apply and depending on income and family size, you may qualify for free or low-cost health care.”

**Have participants check their responses** on the Health Insurance Vocabulary Matching activity.

**Sample Script:** “Look at your Health Insurance Vocabulary Matching activity. Of items 1-6, which one (or ones) should have “Government Insurance / Medicaid” as the answer?”

**(Answer: #2 and #5.) CHIP: Denali Kid Care ends at age 19.**

**Medicare: a person can qualify if they are 21+ and lifetime disabled.**

**Which is the best option for me?**

Insurance	Age Covered	For more information
Government/Medicaid	Up to age 64 unless in Foster Care age 26	Healthcare.gov
Denali KidCare (CHIP)	Up to age 19 unless have special/chronic health care conditions then age 21	Healthcare.gov
Private	Up to age 26	<ul style="list-style-type: none"> <li>Insurer websites</li> <li>Employer enrollment</li> <li>Healthcare.gov</li> </ul>
• Employer provided		
• Self-employed		
Tribal Health	No age limits	<a href="https://amtlc.org/what-we-do/tribally-sponsored-health-insurance-program/">https://amtlc.org/what-we-do/tribally-sponsored-health-insurance-program/</a>
Tricare (military)	<ul style="list-style-type: none"> <li>as if not in college,</li> <li>as if in college</li> </ul>	

## Slide 6

Corresponding Participant Workbook Page(s): n/a

Activity Options:

Materials in Zip File: n/a

Electronic Workbook Activities: n/a

Other Platforms: n/a

## Presenter Instructions & Script

Review the insurance options and details listed on the slide.

**Which is the best option for me?**

Insurance	Eligibility	For more information
Alaska Native Youth	<ul style="list-style-type: none"> <li>member of a federally recognized tribe</li> <li>Membership, enrolled or otherwise, in an AI/AN Federally-recognized Tribe or Group under Federal supervision,</li> <li>Resides on tax-exempt land or owns restricted property,</li> <li>Actively participates in tribal affairs,</li> <li>Any other reasonable factor indicative of Indian descent,</li> </ul>	<a href="https://www.bia.gov/tribe/tribal-leaders-directory/">https://www.bia.gov/tribe/tribal-leaders-directory/</a>
Tribally Sponsored	<ul style="list-style-type: none"> <li>a resident of Alaska</li> <li>eligible for services at a Tribal health clinic/facility (you must be an enrolled member of federally-recognized tribe or Alaska Native Claims Settlement Act shareholder)</li> <li>not covered by or eligible for Medicaid (Denali Care), Denali KidCare, Medicare Part A, TRICARE, CHAMPVA, or affordable health insurance through an employer; and</li> <li>meet household income limits</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://amtlc.org/what-we-do/tribally-sponsored-health-insurance-program/">https://amtlc.org/what-we-do/tribally-sponsored-health-insurance-program/</a></li> <li><a href="https://www.alaskathenetwork.org/resources/tribally-sponsored-health-insurance/">https://www.alaskathenetwork.org/resources/tribally-sponsored-health-insurance/</a></li> </ul>

## Slide 7

Corresponding Participant Workbook Page(s): n/a

Activity Options:

Materials in Zip File: n/a

Electronic Workbook Activities: n/a

Other Platforms: n/a

## Presenter Instructions & Script

Review the insurance options and details listed on the slide.



## Slide 8

Corresponding Participant Workbook Page(s): 22

Activity Options:

Materials in Zip File: n/a

Electronic Workbook Activities: n/a

Other Platforms: n/a

## Presenter Instructions & Script

**Sample Script (from FIRST ANIMATION):** "Denali KidCare (CHIP) is an Alaska Medicaid program to make sure children and teens of both working and non-working families can have the health insurance they need. To be eligible for this program, you must be a resident of Alaska and a U.S. Citizen, National, or a Non-Citizen legally admitted into the U.S. You must be uninsured (and ineligible for Medicaid) and meet one of the following: 18 years of age and under, pregnant, or a primary care giver with a child(ren) 18 years of age and under."

Advance to **SECOND ANIMATION**.

**Sample Script (from SECOND ANIMATION):** "To be eligible, you must have an annual household income (before taxes) that is below the following amounts."

Go over the income levels on the slide.

**Continue:** "If you meet these requirements this is how you apply."

## Types of Insurance

### Slide 9

Corresponding Participant Workbook Page(s): 22-23

Activity Options:

Materials in Zip File: n/a

Electronic Workbook Activities: n/a

Other Platforms: n/a

### Presenter Instructions & Script

**Sample Script: (Insurance Exchange) FIRST ANIMATION:** *"The fastest way to apply for Denali KidCare is using [Healthcare.gov](https://www.healthcare.gov)."*

Advance to **SECOND ANIMATION**.

**Sample Script (Website Screenshot) SECOND ANIMATION:** *"When you click on [Healthcare.gov](https://www.healthcare.gov) it will take you to this website. Everyone should write this website in your workbook on **page 23** in the How Do I Get Insurance? We will then click on Take the first step to apply button."*

Advance to **THIRD ANIMATION**.

**Sample Script (Website Screenshot) THIRD ANIMATION:** *"From the drop-down menu, pick Alaska."*

Advance to **FOURTH ANIMATION**.

**Sample Script (Website Screenshot) FOURTH ANIMATION:** *"If you have an account login and if you do not, you will need to create one by completing the form then clicking create account."*

Advance to **FIFTH ANIMATION**.

**Sample Script (Website Screenshot) FIFTH ANIMATION:** *"You can also complete the application by downloading the Application for Services (GEN 50C) Form, completing the information and return it by mail, fax, or in-person to any Public Assistance Office."*

## Types of Insurance - Medicaid

- Denali KidCare
  - <http://dhss.alaska.gov/dpa/Pages/dkc/default.aspx>
  - (800) 770-5650, option 2, toll-free statewide Monday through Friday between 8:00am and 5:00pm.

### Slide 10

Corresponding Participant Workbook Page(s): 22-23

Activity Options:

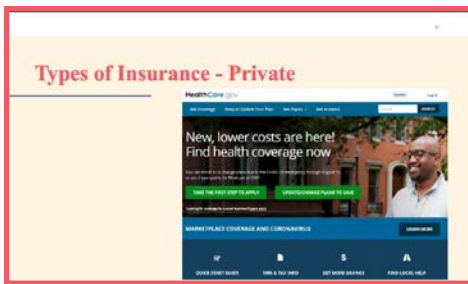
Materials in Zip File: n/a

Electronic Workbook Activities: n/a

Other Platforms: n/a

### Presenter Instructions & Script

**Sample Script:** *"Listed here are the website for Denali KidCare and the phone number to get in touch with them if you have any questions. Be sure to write this in your workbook on **page 23**. You should also save the link in your cell phone for future reference."*



## Slide 11

**Corresponding Participant Workbook Page(s):** 22-23

**Activity Options:** Health Insurance: Vocabulary Matching (part one)

**Materials in Zip File:** <https://www.movinghealthcareupstream.org/navigating-the-health-care-system-alaska>

- Health Insurance: Vocabulary Matching (Worksheet) (Complete items #1-6)
- Health Insurance: Vocabulary Matching (Worksheet: Answer Key)

**Electronic Workbook Activities:** <https://nthcs.nemours.org/teacher.php>

- **Activity 3.1.1:** Health Insurance: Vocabulary Matching (Complete items #1-6)

**Other Platforms:** n/a

## Presenter Instructions & Script

**Sample Script (from FIRST ANIMATION) Insurance Exchange Website Screenshot:** “If you or your parents/caregivers 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 Alaska.”

“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 create an account by clicking “Take the First Step to Apply”. After you pick your state and create your account, 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 providers. 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 providers. Alaska used healthcare.gov for this process as well.”

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

**(Answer: #4)**

Advance to **SECOND ANIMATION**.

**Sample Script (from SECOND ANIMATION) Types of Insurance: Private:** “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 the primary person enrolled has a “life-changing event” not during open enrollment (for example, changing jobs or getting married or divorced), they can change your insurance without waiting for open enrollment.”

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>

**Have participants check their responses on the Health Insurance Vocabulary Matching activity.**

**Sample Script:** “Look at your Health Insurance Vocabulary Matching activity. Of items 1-6, which one (or ones) should have “Open Enrollment” as the answer?”

**(Answer: #3)**



## Slide 12

**Corresponding Participant Workbook Page(s):** 24

**Activity Options:** Health Insurance: Vocabulary Matching (part one)

**Materials in Zip File:** <https://www.movinghealthcareupstream.org/navigating-the-health-care-system-alaska>

- Health Insurance: Vocabulary Matching: (Worksheet) (Complete items #1-6)
- Health Insurance: Vocabulary Matching (Worksheet: Answer Key)

**Electronic Workbook Activities:** <https://nthcs.nemours.org/teacher.php>

- **Activity 3.1.1:** Health Insurance: Vocabulary Matching (Complete items #1-6)

**Other Platforms:** n/a

## Presenter Instructions & Script

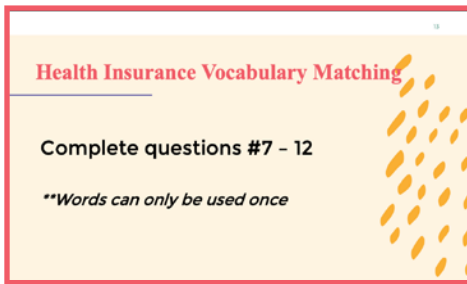
**Sample Script:** *"An insurance plan covers your medical costs. In the broken arm example, our medical insurance helped pay for the Emergency Room trip. But, if the ER provider decided to prescribe medication to help you manage the pain, a prescription plan would help you pay for it. Prescription insurance works similarly to medical insurance—it allows you to get medications at a much lower cost. The pain medication prescribed by the ER provider 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."*

**Have participants check their responses** on the Health Insurance: Vocabulary Matching activity.

**Sample Script:** *"Look at your Health Insurance: Vocabulary Matching activity. Of items 1-6, which one (or ones) should have "Prescription Insurance" as the answer?"*

**(Answer: #6)**



## Slide 13

**Corresponding Participant Workbook Page(s):** 22-26

**Activity Options:** Health Insurance: Vocabulary Matching (part two)

**Materials in Zip File:** <https://www.movinghealthcareupstream.org/navigating-the-health-care-system-alaska>

- Health Insurance: Vocabulary Matching (Worksheet) (Complete items #7-12)
- Health Insurance: Vocabulary Matching (Worksheet: Answer Key)

**Electronic Workbook Activities:** <https://nthcs.nemours.org/teacher.php>

- Activity 3.1.1:** Health Insurance: Vocabulary Matching (Complete items #7-12)

**Other Platforms:** n/a

**Important Concepts (through slide 17)**

- Understanding the basics of how insurance coverage works

**Important Vocabulary Words (through slide 17)**

- Life-Changing Event
- Premium
- Deductible
- Co-pay
- Coinsurance
- Prescription

## Presenter Instructions & Script

**This activity works for in-person or virtual presentations.** There are two versions of this activity. Choose the version that works best for your situation.

**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 in the Health Insurance Vocabulary Matching activity. This time each word is only used once."

**When participants have finished the activity, continue.**

**Sample Script:** "We'll go back and check your answers after we watch a short video that explains key health insurance terms."



## Slide 14

**Corresponding Participant Workbook Page(s):** 22-26

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:**

- Vimeo:** What is Health Insurance?: <https://vimeo.com/292699046>
- password:** nthcs (all lower case)

## Presenter Instructions & Script

**Slide 15 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 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 Health Insurance Vocabulary Matching activity in your policy and while talking to office staff at the providers, in the Emergency Room, and at the pharmacy. This video clip will describe each term so you can better understand your coverage responsibilities."

**Play video.**

Following the video, review answers to #7-12 in the **Health Insurance: Vocabulary Matching Activity**.

- #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**



## Slide 15

**Corresponding Participant Workbook Page(s):** 24-26

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

**Important Concepts:** (through slide 17)

- Interpreting information on an insurance card

**Important Vocabulary Words:** (through slide 17)

- Member ID
- Group Number
- Copay
- Rx (Prescription Abbreviation)

## Presenter Instructions & Script

**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 a parent or guardian’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)**.”

## Reading Insurance Cards Activity

Show what you know!



### Slide 16

**Corresponding Participant Workbook Page(s):** 24-26

**Activity Option #1:** Reading Insurance Cards (Book Version)

**Materials in Zip File:** <https://www.movinghealthcareupstream.org/navigating-the-health-care-system-alaska>

- Reading Insurance Cards (Book Version: Answer Key)

**Electronic Workbook Activities:** <https://nthcs.nemours.org/teacher.php>

- **Activity 3.2.1:** Reading Insurance Cards (Book Version)

**Other Platforms:** n/a

**Activity Option #2:** Reading Insurance Cards (Alternate Activity)

**Materials in Zip File:** <https://www.movinghealthcareupstream.org/navigating-the-health-care-system-alaska>

- Reading Insurance Cards (Alternate Activity)
- Reading Insurance Cards (Alternate Activity: Answer Key)

**Electronic Workbook Activities:** <https://nthcs.nemours.org/teacher.php>

- **Activity 3.2.2:** Reading Insurance Cards (Alternate Activity)

**Other Platforms:** n/a

### Presenter Instructions & Script

At this point, you will facilitate one of two possible versions of the Reading Insurance Cards 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 you'll need.

**Sample Script:** *"Insurance cards include a lot of information about your coverage, and they are your proof you have insurance for provider visits and medications. It is important to understand what you are looking at because not all cards are exactly the same."*

**Facilitate whichever version of the activity you've selected.**

**Sample Script:** *"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 provider'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

- Keep all information private
  - Except threat to self or others
- Talk with parents/guardians about going alone
  - Tests/services could appear on Explanation of Benefits

## Slide 17

**Corresponding Participant Workbook Page(s):** 27

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:**

- **Vimeo:** Understanding Confidentiality: Communication with Adolescents  
<https://vimeo.com/625570925>
- **Password:** nthcs (all lower case)
- **YouTube:** Teen Self-Advocacy: How to Be Your Own Healthcare Advocate  
<https://www.youtube.com/watch?v=W4C3mLDOjnU>

**Important Concepts:** (this slide only)

- Patient Confidentiality
- Explanation of Benefits
- The Relationship between Explanation of Benefits and Privacy

**Important Vocabulary Words:** (this slide only)

- Confidentiality
- Explanation of Benefits

## Presenter Instructions & Script

**Sample Script:** “During your visit, you will be sharing a lot of information with your provider. 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.”

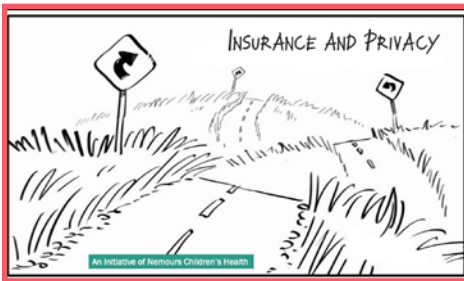
“If you would be more comfortable talking to your provider without your parents or guardians, you can ask them to wait outside the exam room starting when you are twelve. Even if you are under eighteen, you can talk to the provider and get birth control, get tested for STIs/STDs, and get tested and treated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

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

“Be sure to have a conversation with your parents/guardians before you go to your appointment about why you want to speak with the provider alone. You can let them know you are learning how to be a self-advocate in school and that you would like to try it out on your own. It is important to be honest with your parents/guardians about your health concerns, too. They would rather hear it from you, than find out from a piece of paper.”

You may wish to use all or part of either of these videos to help participants better understand the concept. You should have reviewed both versions as you planned for your presentation, determined if you’ll use all or part of either video, and downloaded the video to the computer you’ll use during the presentation.

- **Vimeo:** Understanding Confidentiality: Communication with Adolescents  
<https://vimeo.com/625570925>  
**password:** nthcs (all lower case)
- **YouTube:** Teen Self-Advocacy: How to Be Your Own Healthcare Advocate  
<https://www.youtube.com/watch?v=W4C3mLDOjnU>



## Slide 18

**Corresponding Participant Workbook Page(s):** 28

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

## Presenter Instructions & Script

**Sample Script:** *"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

Unless a separate link is provided, all materials below are available in the [Module 4 Zip File](#). Review the [Activities At-A-Glance table](#) to decide which version of each activity will work best for you. Download the materials you'll need.

### This Module Covers:

- Scheduling an Appointment
- Important Information to Share
- Completing Registration Forms
- The Visit
- Do's and Don'ts During the Visit



### Slide 1

**Corresponding Participant Workbook Page(s):** 32-43

#### Activity Options:

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

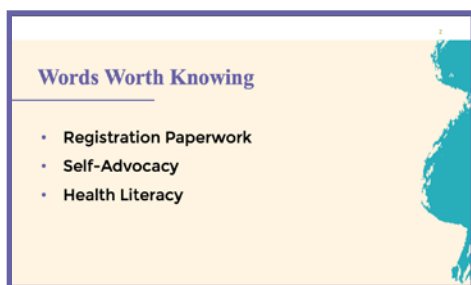
#### Important Concepts:

- Scheduling an Appointment
- Important Information to Share
- Completing Registration Forms
- The Visit
- Do's and Don'ts During the Visit

**Important Vocabulary Words:** n/a

## Presenter Instructions & Script

**Sample Script:** "Now that you have all of the information you need to be a self-advocate at the provider, 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 provider."



### Slide 2

**Corresponding Participant Workbook Page(s):** 32-43

#### Activity Options:

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

#### Important Concepts:

#### Important Vocabulary Words:

- Registration Paperwork
- Self-Advocacy
- Health Literacy

## Presenter Instructions & Script

**Sample Script:** "These are the main topics we'll be covering in this session."



### Slide 3

**Corresponding Participant Workbook Page(s):** 32-33

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

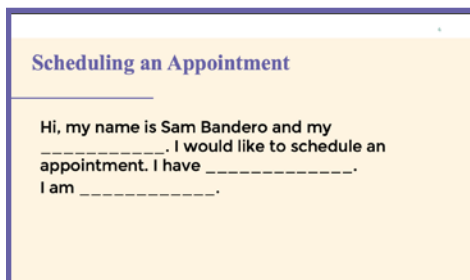
**Important Concepts:** (through slide 5)

- 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

**Important Vocabulary Words:** n/a

### Presenter Instructions & Script

**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 provider! 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 4

**Corresponding Participant Workbook Page(s):** 32-33

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** <https://nthcs.nemours.org/teacher.php>

- **Activity 4.1.1:** Scheduling an Appointment

**Other Platforms:**

- **Kahoot!:** Scheduling and Appointment:  
<https://create.kahoot.it/share/preparing-for-a-visit/565a4261-cfbd-4365-a518-b19b77a072d9>

### Presenter Instructions & Script

**This is an animated slide.** Click through the scenario. Each piece of the scenario will highlight with answer choices below. Let the participants choose which one is most appropriate. The correct answer will get circled. Do this for all 3 blanks.

**Sample Script:** "If you are not prepared, scheduling an appointment can be a frustrating experience. 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! Now let's look at the scenario on the slide. We want to choose the answer that would be the most helpful when scheduling your visit."

"Now we are going to do an activity to see if we can identify when the information asked would be best needed."

**Facilitate the activity using the Electronic Workbook or Kahoot.**

- **For Electronic Workbook:** Have the participants open their email and go to the assigned activity (**Activity 4.1.1:** Scheduling an Appointment)
- **For Kahoot!:** Click on the purple Kahoot! logo in the PPT slide and participants use their computer or cellphone to join. You may need to be in Slide Show / Presentation mode for the link in the Kahoot! logo to be live. Participants can join at the Kahoot! website ([www.kahoot.it](http://www.kahoot.it)) or with the Kahoot! app.

**Sample Script:** "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 it to your appointment!"

### Completing Registration Forms

1. Read through the scenario- the info on the next few slides

## Slide 5

**Corresponding Participant Workbook Page(s):** 32-33

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

**Important Concepts:** (through slide 12)

- Completing Registration Forms

**Important Vocabulary Words:** n/a

## Presenter Instructions & Script (slides 7-10)

**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."*

*"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 the content in the sample registration forms.**

Go through slides 7-10 while participants are looking at pages 35-39 of the Participant Workbook. As you move through each piece of information on the slide, have participants determine where it would go if they were using the information to fill out a registration form. This activity can be done as a whole-group or in small groups.

**Sample Script:** *"Paperwork can be very tedious, but it is important for your provider to know all the information so they can give you the most comprehensive care possible. Looking at pages 35-39 in the Participant Workbook, let's see where each piece of information should go and what information is missing."*

**Sample Script: (to conclude activity: slide 10):** *"If you were at a doctor's appointment by yourself, how much of the registration forms could you fill out without having to call someone—in other words, just from information you have memorized, information you have saved in your phone, or information you can Google while you're filling out the form? How many people could fill out all or most?"*

**Wait for responses.**

**Continue:** *"How many people could fill out maybe half?"*


**Wait for responses.** Reflect back what you're seeing from participant responses—which is (*usually*) that participants need to collect and save information.

- You are John Bob Doe and live at 1313 Mockingbird Ln. Nowhere, DE 19999. You were born 12/2/2000 in Somewhere, DE.
- Home Phone # 302-555-1212 Cell #302-555-3333
- Dad, Nick is Asian, cell is 302-555-1111, work 302-444-1111.
- Mom, Susan is Caucasian, cell is 302-555-2222, work 302-888-2222.
- You have a 10-year-old brother Liam.
- You are 5 feet 7 inches and weigh 130 pounds
- Your last visit with Dr. Smith was on 1/1/11
- Girlfriend, Addison cell is 302-555-9999

***(This slide is part of the Completing Registration Forms activity. Instructions on Slide 5.)***

- You smoke 1 pack of cigarettes a day
- You do not drink alcohol, but you drink 5 energy drinks a day
- You exercise everyday and watch all your favorite shows at night (2 hours each night)
- You sleep 6 hours a night because you toss and turn all night
- You broke your wrist in January 2010 and were diagnosed with diabetes on September 2008
- Your left ankle required surgery on June 3, 2009
- You currently take 1 puff of "Breathe Better" inhaler for your asthma as needed
- You are allergic to dogs and "Cough Be Gone" which both give you a rash
- Your grandfather has arthritis, aunt has breast cancer, and your brother has depression
- Your grandmother has osteoporosis

***(This slide is part of the Completing Registration Forms activity. Instructions on Slide 5.)***



BlueCross  
BlueShield

Member Name  
**JOHN DOE**

Member ID Number  
**IDC3HZN999999999**

GROUP NUMBER	75999-0003	PLAN	004356
TYPE	FAMILY	ROUCH	147XZ
ISSUE PLAN CODE	280730	GROUP	0759990000

BlueCross  
PPO

PRIMARY CARE	\$20
SPECIALIST	\$30
EMERGENCY ROOM	\$125
PATIENTS HOSP COPYR	\$150
DENTAL, DEDUCTIBLE	\$500
DENTAL, MAXIMUM	\$2000

Nick is the policy holder (Guarantor) of your health insurance  
 Nick's SSN: 111-11-1111,  
 Nick's DOB:

***(This slide is part of the Completing Registration Forms activity. Instructions on Slide 5.)***

**Contacts**

**Dr. Lasson**  
PCP

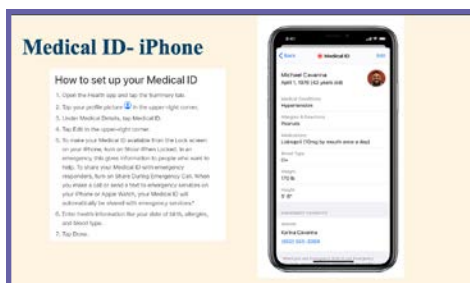
Share My Location

Send Message

Share Contact

Add to Favorites

***(This slide is part of the Completing Registration Forms activity.  
Instructions on Slide 5.)***



## Slide 10

**Corresponding Participant Workbook Page(s):** n/a

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

**Important Concepts:** (through slide 12)

- Setting up cell phone Medical ID and emergency contacts

**Important Vocabulary Words:** (through slide 12)

- Medical ID

## Presenter Instructions & Script

**Sample Script:** “By show of hands, how many of you have your Medical ID set up in your cell phone?” (Wait for responses. Make observation based on responses, then continue.) The older you get and the more you’re out in the world without parents/guardians who know your information if you’re having a medical emergency, the more important it is to have your Medical ID and emergency contacts set. Let’s take a minute to walk through how to set up your Medical ID and emergency contacts in iPhones and Androids.”

Advance through animations on this slide and the next slide, allowing time for participants to get out their phones to practice setting up (or updating) their Medical ID and emergency contacts.



## Slide 11

*(This slide is part of the Medical ID discussion. Instructions on Slide 10.)*



## Slide 12

**Corresponding Participant Workbook Page(s):** 40-42

**Activity Options:**

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

**Important Concepts:** (through slide 19)

- What to expect after completing paperwork
- Detailed communication and self-advocacy are essential
- What to do, and not do, for a successful provider visit.

**Important Vocabulary Words:** (through slide 19)

- Self-Advocacy
- Health Literacy

## Presenter Instructions & Script

**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 everyone you encounter to make sure you are getting the right care. Be sure to tell them personal information even if it makes you feel embarrassed or uncomfortable. Let’s 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.”

**Review as a group before continuing.**

### Putting Your Self-Advocacy Skills to Work...

1. What is my main problem?  
(diagnosis)
2. What do I need to do? When?  
(treatment)
3. Why is it important for me to do this?  
(context)

## Slide 13

**Corresponding Participant Workbook Page(s):** 40-42

### Activity Options:

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** n/a

**Other Platforms:** n/a

## Presenter Instructions & Script

**Sample Script:** “During your visit it is important to be sure you understand the information your provider is giving you. Don’t be afraid to ask questions. Here are 3 simple but essential questions you can ask at every visit to be sure you understand what you are being told. If you still don’t understand repeat to them what you thought you heard and have them clarify. This way you are getting the best care possible. Has anyone ever written questions for their doctor or care provider (on paper or in your cell) so you wouldn’t forget when you’re in your appointment?”

**Hold for responses.**

**Continue:** “Has anyone ever written notes (on paper or in your cell) DURING an appointment so you’d be sure you remember things the provider said?”

**Hold for responses.**

**Continue:** “These are both great strategies—something all of us should do.”

### Be Your Own Advocate

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



## Slide 14

**Corresponding Participant Workbook Page(s):** 40-42

### Activity Options:

**Materials in Zip File:** n/a

**Electronic Workbook Activities:** <https://nthcs.nemours.org/teacher.php>

- **Activity 4.2.1:** Be Your Own Advocate

**Other Platforms:** n/a

## Presenter Instructions & Script

**Facilitate the activity using the PPT slides or the Electronic Participant Workbook**

- **If using PPT slides:** For each slide (slides 16-19), read each statement and discuss what to do in order to be a strong self-advocate.
- **If using Electronic Participant Workbook:** Have participants open their email and go to the assigned activity (**Activity 4.2.2:** Be Your Own Advocate). They can enter responses individually or discuss as a group.

**Sample Script:** “It isn’t enough to just say, ‘Use your self-advocacy skills when you visit the doctor or another care provider.’ 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 provider’s visit and putting your self-advocacy skills to good use.”

### Be Your Own Advocate

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 the details about your medications and allergies.

**How can you better remember this information?**

## Slide 15

**(This slide is part of the Be Your Own Advocate activity. Instructions on Slide 14.)**

**Sample Response:** You can write down what you’re allergic to or put it in your cell phone—either in the Notes section or the Medical ID section.

**Be Your Own Advocate**

You have a question, but you are embarrassed about asking the provider.

How do you get an informed answer to your question?  
What do you do?

## Slide 16

*(This slide is part of the Be Your Own Advocate activity. Instructions on Slide 14.)*

**Sample Response:** You can tell your provider about things like smoking, etc. as they will keep it confidential and can help advise you.

**Be Your Own Advocate**

Your provider gave you a lot of information about your new asthma diagnosis but you are not really sure about what they told you to do to take care of yourself.

What do you do?

## Slide 17

*(This slide is part of the Be Your Own Advocate activity. Instructions on Slide 14.)*

**Sample Response:** I ask to have things explained again and tell it back to the nurse or provider

**Be Your Own Advocate**

Your provider gave you a prescription and suggested an OTC drug to help your diagnosis. You go to the drug store and the OTC drug they suggested is out of stock.

What do you do?

## Slide 18

*(This slide is part of the Be Your Own Advocate activity. Instructions on Slide 14.)*

**Sample Response:** Ask the pharmacist if there is another alternative.

## Presenter Instructions & Script

**Sample Script to conclude activity:** "Giving the provider the right information will help them 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!"



## Slide 19

**Corresponding Participant Workbook Page(s):**

**Activity Options:**

**Materials in Zip File:** <https://www.movinghealthcareupstream.org/navigating-the-health-care-system-alaska>

- NTHCS post-Test
- NTHCS pre-post: (Answer Key)

**Electronic Workbook Activities:** <https://nthcs.nemours.org/teacher.php>

- **Activity 5.1.2:** Navigating the Health Care System Post-Survey

**Other Platforms:** n/a

## Presenter Instructions & Script

**Sample Script:** *"It is important to understand all of the parts of the healthcare system as best you can because these are skills you will need to use for the rest of your life. If we do not advocate for ourselves and we are not health literate, we will most likely get below average care and be confused most of the time. Navigating the healthcare system and taking care of yourself on your own can be overwhelming sometimes, but if we continue to be honest with our providers and ask questions when we don't understand, we will get the best care possible and know how to best maintain our overall health."*

**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. You can email us at: [NTHCS@nemours.org](mailto:NTHCS@nemours.org))

**If you pre-tested your participants, be sure to block time to administer the post-test at the end of Module 4.**

After you have presented all four modules, you may want to do some review activities with your participants.

There are three options in the [Optional Review Activities zip folder](#):

1. **Did You Get The Jist?:** A fast, fun, challenging way to review the main points of the curriculum
2. **Health Literacy Jeopardy:** 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.

There is one option in the [Electronic Participant Workbook](#): **Activity 5.2.1:** "NTHCS Quiz"

(Answer key is located in the [Optional Review Activities zip folder](#).)

## Optional Review Activities

After you have presented all four modules, you may want to do some review activities with your participants.

There are three options in the [\*Optional Review Activities zip folder\*](#):

1. **Did You Get The Jist?:** A fast, fun, challenging way to review the main points of the curriculum
2. **Health Literacy Jeopardy:** 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.

There is one option in the [\*Electronic Participant Workbook: Activity 5.2.1: “NTHCS Quiz”\*](#)

(**Answer key** is located in the [\*Optional Review Activities zip folder\*](#).)

## Complementary Resources

These resources are accessible on the [\*NTHCS zip files page\*](#).

**Trustworthy eHealth Sources:** Nationwide Children’s Hospital has created an interactive web-based tool that teaches teens three easy steps to find trustworthy health information online. Many thanks to Nationwide Children’s Hospital for making this tool available to the Navigating the Health Care System user community!

**Teens Health:** Doctor reviewed advice on body and mind from the experts at KidsHealth, from Nemours Children’s Health



**Well Beyond Medicine**

[Nemours.org](https://nemours.org)