



# Navigating the Health Care System

If you are interested in teaching all or part of this unit, please contact **Kate Blackburn** at [kate.blackburn@nemours.org](mailto:kate.blackburn@nemours.org) for more information.

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# Navigating the Health Care System

## Overview

Nemours Children's Health System developed a health unit entitled *Navigating the Health Care System* to engage, educate and empower adolescents to be their own health care advocates. The unit was piloted and refined in collaboration with schools and other community sites in Delaware over the course of several years. During the 2014-2015, 2015-2016, and 2016-2017 academic years, evaluation of the health unit showed significant knowledge gains among students as well as high teacher/presenter and student satisfaction. Nemours is seeking expansion partners to help us grow our reach, bringing the health unit to adolescents across the nation.

## Significance

Adolescent health literacy and advocacy is emerging as a top need for youth health care.

## Who is this offering intended for?

It is intended for high school adolescents.

## What are the costs?

There are no fees to utilize the health unit.

## How can this supplement be used?

This unit was developed to be delivered either as a full four-module classroom-based health unit or as smaller supplemental content to enhance existing curricula. For instance, each module can be taught individually or in 10–15 minute segments that highlight specific topic areas.

## What type of content is included in the modules?

- **Module 1:** Definitions (Health, Health Care, Self-Advocacy, Health Literacy), Primary Care Provider, Emergency Department vs Urgent Care vs Primary Care Provider, self-advocacy, and personal/family medical history
- **Module 2:** Symptoms, diagnosis, medications and vaccinations
- **Module 3:** Health insurance and adolescents' right to privacy
- **Module 4:** Practical application of the skills covered through real-life scenarios and role-plays

## How do I get trained to present the unit?

Instructors can be trained on the entire four-module unit via a 1- to 1.5-hour webinar in which trainers will review the modules in detail, highlighting key points, activities and health care themes. Supplemental training videos are also available to train instructors on individual segments of the modules.

## What types of instructor materials will be provided?

Materials available on Google Drive:

- teacher guide
- student workbook
- PowerPoint slides
- classroom activities
- videos

## How do I access materials?

After the training, you will be granted access to the materials located on Google Drive. The materials are located in folders by module. Each folder contains the module overview, the PowerPoint associated with the module, and the activity toolkit. The activity toolkit contains the videos (embedded in the PowerPoints), activities, handouts and other supplemental materials. There is also a folder which contains review activities such as Jeopardy, ZAP (a memory review game) and a teach-back activity. You will also be given access to a standalone video library that contains other optional videos to enhance the content being taught.

## What's expected of expansion partners?

Each expansion partner will sign a Memorandum of Understanding (MOU) that will serve as a partnership agreement between your organization and Nemours. Key expectations of expansion partners include:

- recruiting sites, instructors and participants/students
- serving as Nemours' point of contact for all sites using the health unit as part of the MOU between your organization and Nemours
- coordinating training for presenters
- coordinating presentation of health unit sessions with sites and instructors
- submitting demographic data to Nemours at least once per year

## How do I get started? How can I learn more?

Please contact Kate Blackburn at [kate.blackburn@nemours.org](mailto:kate.blackburn@nemours.org) or (302) 298-7604.

# Module 1

## Introduction – Finding Appropriate Care



### Module Content

- Define key unit vocabulary words.
- Identify different types of doctors.
- Determine where to go for appropriate care.
- Examine family health history.

### Common Core State Standards

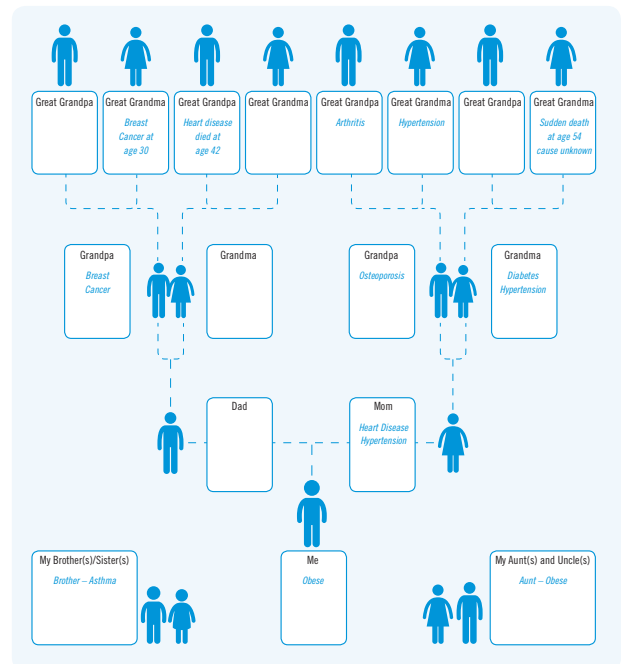
- **CCSS.ELA-Literacy.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions with diverse partners on *grades 9-10 topics, texts and issues*, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-Literacy.SL.9-10.4** Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning; and the organization, development, substance and style are appropriate to purpose, audience and task.

### Materials

- Module #1: Introduction PowerPoint
- Student Workbooks

### Activities

- “Where Do I Go?” Scenario Cards
- “Where Do I Go?” Wall Signs
- My Family Health History: Family Member Interview Worksheet



# Module 2 Understanding Your Medical History



## Module Content

- Identify symptoms, diagnoses and allergies.
- Define basic types of medications.
- Read/interpret a medicine label.
- Identify vaccinations.

## Common Core State Standards

- **CCSS.ELA-Literacy.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions with diverse partners on *grades 9-10 topics, texts and issues*, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-Literacy.SL.9-10.4** Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning; and the organization, development, substance and style are appropriate to purpose, audience and task.

## Materials

- Module #2: Understanding Your Medical History PowerPoint
- Student Workbooks

## Activities

- Example OTC Drug Facts Label Worksheet
- Reading an OTC Drug Facts Label Practice Worksheet
- Example Prescription & OTC Drug Labels

Drug Facts	
<b>Active ingredient (in each tablet)</b> Chlorpheniramine maleate 2 mg	<b>Purpose</b> Antihistamine
<b>Uses</b> temporarily relieves these symptoms due to hay fever or other upper respiratory allergies: ■ sneezing ■ runny nose ■ itchy, watery eyes ■ itchy throat	
<b>Warnings</b> Ask a doctor before use if you have ■ glaucoma ■ a breathing problem such as emphysema or chronic bronchitis ■ trouble urinating due to an enlarged prostate gland Ask a doctor or pharmacist before use if you are taking tranquilizers or sedatives	
<b>When using this product</b> ■ drowsiness may occur ■ avoid alcoholic drinks ■ alcohol, sedatives, and tranquilizers may increase drowsiness ■ be careful when driving a motor vehicle or operating machinery ■ excitability may occur, especially in children	
If pregnant or breast-feeding, ask a health professional before use. Keep out of reach of children. In case of overdose, get medical help or contact a Poison Control Center right away.	
<b>Directions</b>	
adults and children 12 years and over	take 2 tablets every 4 to 6 hours; not more than 12 tablets in 24 hours
children 6 years to under 12 years	take 1 tablet every 4 to 6 hours; not more than 6 tablets in 24 hours
children under 6 years	ask a doctor

Drug Facts (continued)	
<b>Other information</b> ■ store at 20-25° C (68-77° F) ■ protect from excessive moisture	
<b>Inactive ingredients</b> D&C yellow no. 10, lactose, magnesium stearate, microcrystalline cellulose, pregelatinized starch	

# Module 3 Insurance & Privacy



## Module Content

- List types of health insurance.
- Read/interpret health insurance card.
- Outline basics around minor confidentiality and privacy.

## Common Core State Standards

- **CCSS.ELA-Literacy.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions with diverse partners on *grades 9-10 topics, texts and issues*, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-Literacy.SL.9-10.4** Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning; and the organization, development, substance and style are appropriate to purpose, audience and task.

## Materials

- Module #3: Insurance and Privacy PowerPoint
- Student Workbooks

## Activities

- Example Insurance Cards

BlueCross BlueShield		BlueCard® PPO	
1 Member Name <b>JOHN DOE</b>	Member ID Number <b>IDC3HZN9999999</b>	PRIMARY CARE \$20	SPECIALIST \$30
		EMERGENCY ROOM \$125	INPATIENT HOSP COPAY \$150
		DENTAL DEDUCTIBLE \$50	DENTAL MAXIMUM \$2500
3 GROUP NUMBER <b>75999-0000</b>	TYPE <b>FAMILY</b>	RXBN <b>004336</b>	RXPCN <b>HZRX</b> ISSUER (80840)
	BCBS PLAN CODES <b>280/780</b>	RXGRP <b>0759990000</b>	
		PPO	

# Module 4 Making/Navigating Your Visit



## Module Content

- Determine how to schedule an appointment.
- Complete medical forms.
- Navigate a health care visit.

## Common Core State Standards

- **CCSS.ELA-Literacy.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions with diverse partners on *grades 9-10 topics, texts and issues*, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-Literacy.SL.9-10.4** Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning; and the organization, development, substance and style are appropriate to purpose, audience and task.

## Materials

- Module #4: Making/ Navigating Your Visit PowerPoint
- Student Workbooks

## Activities

- “Scheduling an Appointment: Important to Share?” Worksheet
- “Completing Registration Forms” Scenarios (Chris, Levi, Elle)
- “Completing Registration Forms” Checklist

**Personal and Family Health History Form<sup>2</sup>**

As a new patient you will have to fill out a registration form. These forms provide the doctor with your basic information (name, address, date of birth, insurance, etc.) as well as your personal and family medical history. If you are a returning patient, you will be asked to review your information and make sure it is still correct. Practice filling out the medical forms below using the scenario provided in class.

**General information**

Name  
First: \_\_\_\_\_ Middle: \_\_\_\_\_  
Last: \_\_\_\_\_  
Street Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Telephone: (\_\_\_\_) \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Place of Birth: \_\_\_\_\_

Race (Check any that apply)

Native Hawaiian/Pacific Islander     White/Caucasian     Black/African-American  
 American Indian/Alaska Native     Asian-American     Hispanic/Latino

Height: \_\_\_\_\_ feet \_\_\_\_\_ inches    Weight: \_\_\_\_\_ pounds

Gender:  Female     Male  
Marital Status:  Single     Married  
When was your last physical exam? \_\_\_\_/\_\_\_\_/\_\_\_\_  
Name of Doctor: \_\_\_\_\_ Telephone: (\_\_\_\_) \_\_\_\_\_

**Personal contact information**

Home Phone: (\_\_\_\_) \_\_\_\_\_ Cell Phone: (\_\_\_\_) \_\_\_\_\_

**Family contact information**

Parent/Guardian Name (1): \_\_\_\_\_ Relationship: \_\_\_\_\_  
Home Phone: (\_\_\_\_) \_\_\_\_\_ Cell: (\_\_\_\_) \_\_\_\_\_ Work: (\_\_\_\_) \_\_\_\_\_  
Parent/Guardian Name (2): \_\_\_\_\_ Relationship: \_\_\_\_\_  
Home Phone: (\_\_\_\_) \_\_\_\_\_ Cell: (\_\_\_\_) \_\_\_\_\_ Work: (\_\_\_\_) \_\_\_\_\_

Do you have any siblings?  Yes     No

Name: \_\_\_\_\_ Age: \_\_\_\_\_  
Name: \_\_\_\_\_ Age: \_\_\_\_\_

**Emergency contact**

Name of Contact: \_\_\_\_\_ Relationship: \_\_\_\_\_  
Home Phone: (\_\_\_\_) \_\_\_\_\_ Cell: (\_\_\_\_) \_\_\_\_\_ Work: (\_\_\_\_) \_\_\_\_\_

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