

Helping Older Adults Search for Health Information Online

A Toolkit for Trainers

from the National Institute on Aging



WELCOME TO MODULE 6: Introduction to MedlinePlus



In this module, you will find

- An introduction
- A lesson plan for the trainer
- Handouts for students



To teach the module, you will need

- A PC with Internet access for each student and the trainer
- A computer projector and a screen
- A 3-ring binder to store materials



To get started, you should

- Read the Introduction
- Read and print out the lesson plan and insert it in a binder
- Print out and make copies of the handouts for students

Questions or comments about the Toolkit? Contact the National Institute on Aging at (301) 496-1752 or e-mail daileys@nia.nih.gov

Introduction to MedlinePlus
INTRODUCTION



MODULE 6: Introduction to MedlinePlus

LESSON OVERVIEW



Lesson Goals

In this lesson, students will:

1. Learn the main features of the **Home Page** of **MedlinePlus**.
2. Learn how to find a topic on the **Health Topics** page.
3. Learn to use the **Search Box**.
4. Learn how to use the **Medical Dictionary**.
5. Learn about the **Quality Guidelines** MedlinePlus uses to select the information it includes on the website.
6. Find answers to health questions of personal interest.



Lesson Materials

In this lesson, students will need:

- **Handout 6A:** *Lesson Goals*
- **Handout 6B:** *Glossary**
- **Handout 6C:** *Find Information on a Health Topic*
- **Handout 6D:** *Search for Your Own Health Topic*
- **Handout 6E:** *Lesson Review with Screen Shots*
- **Pens or pencils**

***This glossary only includes Internet terms relevant to this lesson. An alphabetical list of all glossary terms introduced in the nine Toolkit lessons is available online at www.nihseniorhealth.gov/toolkit.**



Lesson Length

This lesson should last:

Approximately 2 hours, with an optional stopping point at 70 minutes.



MODULE 6: Introduction to MedlinePlus

LESSON PREPARATION

✓ Before the lesson, you should:

- Read over the entire lesson plan.** Also look at the *Lesson Review with Screen Shots* handout to get a quick overview of what students will learn.
- Store the lesson plan** in a 3-ring binder to use while teaching.
- Make copies** of the handouts for students. To avoid distraction, we recommend that you wait to distribute handouts until indicated in the lesson.
- Check out the links** that you and your students will be visiting in the lesson.

✓ When you arrive in the classroom, you should:

- Write your name** and the title and level of the lesson on the board.
[Searching for Health Information Online – Lesson 6: Introduction to MedlinePlus – Intermediate Students]
- Make sure** your computer projector and students' computers are working and that there is Internet access.
- Set students' screens** to the **MedlinePlus** home page at www.medlineplus.gov.

✓ You should also

- Read** *Quick Tips for a Senior Friendly Computer Classroom* at www.nihseniorhealth.gov/toolkit.
- Watch the short video** *Introducing the Toolkit* at www.nihseniorhealth.gov/toolkit.



MODULE 6: Introduction to MedlinePlus

LESSON STRUCTURE – Senior Friendly, Trainer Friendly



The senior-friendly lesson structure includes:

- **Set-up activities** to prepare students for learning.
- **Core activities** to teach the website features and how to navigate to them.
- **Practice activities** to let students apply web skills they have learned.
- **Reinforcement activities** to summarize and reiterate the learning.



The trainer-friendly lesson plan features:

- **An easy-to-read layout.**
- **Short, well-defined segments of teaching material per page.**
- **Clearly marked, scripted transition boxes at the top of each page** announcing the next learning point and ensuring a smooth transition between segments.
- **Suggested teaching times for each skill.**
- **Time checks and optional stopping points**, offering flexibility in total class length.
- **Helpful sidebars**, providing teaching and navigation tips and describing the purpose for activities.
- **Meaningful icons.**



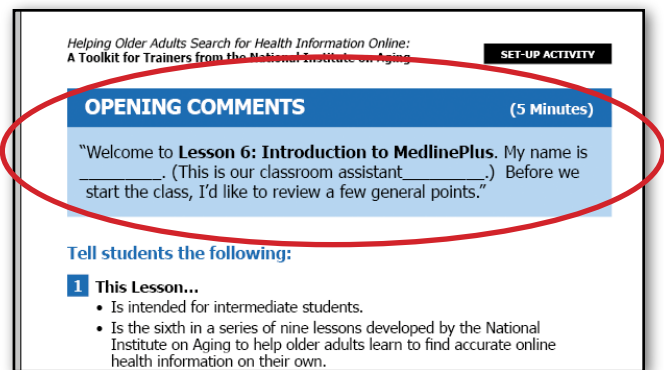
MODULE 6: Introduction to MedlinePlus

LESSON STRUCTURE – Senior Friendly, Trainer Friendly

About the Scripted Transition Boxes

This lesson plan uses a combination of scripted and descriptive sections. The colored, scripted transition boxes which appear at the top of each page of the lesson plan are designed as “anchor points,” marking the end of one part of the lesson and the start of another. It is important to convey the content in these transition boxes, although you may use your own wording as you become more familiar with the material. The steps that follow each scripted box are descriptive. Move through them according to your personal training style.

This approach is useful in maintaining lesson focus and keeping trainers and students on track. It also makes the lesson plan easy to use.



Important Note

In the discussions of health issues that may occur during class, refrain from offering medical advice or advocating specific treatments, physicians, hospitals, insurance plans, etc. Also, discourage this type of activity among students. Always emphasize that students should consult their health care providers about any medical information they may hear about in class or find on the Internet.

Icons Used in the Lesson Plan



Handout required



Trainer demonstrates with computer projector



Students navigate at their computers (with assistance if needed)



Indicates when a discussion should take place

MODULE 6: Introduction to MedlinePlus



REACHING THE OLDER STUDENT



To help your students grasp, apply, and retain the skills and information they are taught, be sure to:

- **Proceed slowly through the lesson.** Some older adults will take longer than younger people to get the knack of using the Internet. If you move too quickly, they may not be able to keep up. They need time to practice and to absorb new information.
- **Circulate to make sure students are following you.** Check students' screens frequently to make sure they are not lost. If possible, arrange to have one or more classroom assistants work with students individually during the lesson.
- **Speak slowly and repeat information as often as necessary.** Don't make assumptions based on students' age. They are learning new skills, and they will probably need to hear the information more than once to retain it.
- **Encourage questions.** Pause frequently to ask if there are questions. After soliciting questions, allow at least 10 seconds for students to formulate them.
- **Create a senior-friendly environment.** It is important to read *Quick Tips for a Senior Friendly Computer Classroom* for help on setting up the classroom to accommodate the needs of older adults.



These training techniques from the lesson can also help you be successful:

- **The use of scripted transition boxes** to announce each new segment helps the class stay focused and on track.
- **Presenting material in small, well-defined steps** makes it easier for students to grasp new skills and information.
- **Frequent summarizing and hands-on practice** helps students retain what they've learned.
- **Handouts and printed screen shots** help students understand and recall what is taught.
- **Group discussions and short dialogues** help put students at ease.

Introduction to MedlinePlus
LESSON PLAN

OPENING COMMENTS

(5 Minutes)

“Welcome to **Lesson 6: Introduction to MedlinePlus**. My name is _____. (This is our classroom assistant _____.) Before we start the class, I’d like to review a few general points.”

Tell students the following:

1 This Lesson...

- Is intended for intermediate students.
- Is the sixth in a series of nine lessons developed by the National Institute on Aging to help older adults learn to find accurate online health information on their own.

2 The Medline Plus website they will visit...

- Is sponsored by the National Library of Medicine, which is part of the National Institutes of Health, or NIH.
- NIH is part of the U.S. Government’s Department of Health and Human Services.

3 Please be aware that...

- Online health information is in **no way meant to substitute for medical advice from a doctor**.
- In class discussions, students should **not** attempt to provide medical advice to classmates, however well-intentioned it may be.

4 Housekeeping Issues...

- Class will last about ___minutes with stretch break(s) lasting ___minutes.
- Bathroom breaks can be taken anytime. Restrooms are located_____.

5 Ask students if they have any questions.

INTRODUCTIONS (3 Minutes)

“Before we get started, let’s introduce ourselves.”

- 1** Introduce yourself, giving your name and your experience teaching computers and the Internet. If you have a classroom assistant or peer coach, introduce that person.
- 2** Ask students to give their names and tell whether they are at a beginning, intermediate, or advanced level with regard to their Internet experience.
- 3** If time permits, ask each student to tell something about his or her background (family, work, travels, education...), why they decided to take this class, and what they hope to learn.

Purpose of Activity

- Introductions help students feel more at ease.
- Sharing computer or Internet experience may help the class be patient with less experienced students who need more time with an activity.

CLASS PROCEDURES

(3 Minutes)

“Let’s talk for a moment about how the class will proceed. You will be learning new ways to use technology, and in order for everyone to be successful, here are some things we need to do.”

Tell students the following:

1 To make sure everyone grasps the information and learns the skills...

- We will proceed in a step-by-step manner and at a slow-to-moderate pace.
- I (or my assistant) will circulate frequently during class to make sure everyone is keeping up with the lesson.
- There will be plenty of hands-on practice activities to let you apply the skills that you learn.
- There will be plenty of handouts to help you learn the skills while in class and to use as a reference once you leave class.

2 As students, you should...

- Feel free to raise your hand and ask a question if you do not understand something.
- Feel free to ask me to repeat anything I’ve said.
- Not worry about hurting the equipment because it is very sturdy.
- Not worry about making mistakes because that is to be expected when learning a new technology.
- Have a binder or folder to store the handouts you will receive.

3 Ask students if they have any questions about class procedures.

Purpose of Activity

To communicate expectations, put students at ease, and facilitate learning.

TAKE-HOME ASSIGNMENT (5 Minutes)

“Let’s go over the homework assignment from the last lesson.”

- 1** Restate the take-home assignment from Module 5.
 - Submitting a personal exercise story to **NIHSeniorHealth** or watching animated demonstrations of strength, balance, stretching, or endurance exercises.



- 2** Ask students to share the results of their take-home assignments with the class.
- 3** Ask students to share any questions about navigating the **NIHSeniorHealth** website or finding the information they were searching for. Respond to their questions.

Note

- This activity assumes use of the previous module. If you did not teach that module, you can skip this activity.

Purpose of Activity

- Let’s you see how well students understood the previous lesson.
- Serves as a kind of icebreaker, promoting interactivity and discussion early in the class.
- Let’s you see what you might need to emphasize in the first parts of this lesson.

LESSON GOALS (2 Minutes)

“This lesson will introduce you to **MedlinePlus**, a website that is a source of health information for the general public. The website was developed by the National Library of Medicine, part of the U.S. Department of Health and Human Services.”



Pass out **Handout 6A: Lesson Goals**.

- 1 Go over the handout with students.

Purpose of Activity

- Focuses students on what they will learn.
- Introduces goals that you can return to throughout the lesson.

INTERNET TERMS (5 Minutes)

“Before we actually get into the heart of the lesson, let’s review a few basic Internet terms.”



Pass out **Handout 6B: Glossary**

1 Knowing the meaning of these Internet terms will help students understand the lesson. All of these terms have been introduced in previous lessons, but going over them again may help students recall their meaning.



2 You may want to demonstrate the terms for students from your computer projector.

INTERNET TERMS

- 1 back arrow**
- 2 link (or hyperlink)**
- 3 menu**
- 4 scroll**
- 5 scroll bar**
- 6 search box**
- 7 window**

Tips for Glossary Review

- Refer students to the page and item number of the term.
- Make sure students locate the term.
- Read, or have a student read, the definition aloud. Point out details in the illustration or on your computer screen.
- Tell students they will understand these terms better as they use them in the lesson.

THINKING OF HEALTH TOPICS

(2 Minutes)

“Before we look at the website, I’d like to have you jot down some information.”

- 1** Ask students to write down two diseases or conditions that they would like to know more about. Students can list these at the bottom of the **Lesson Goals** handout.
- 2** Ask students to think of another health topic that they have heard of, but aren’t quite sure what the **FULL DEFINITION** is. Ask them to write that down and put the word “definition” beside it.
- 3** Tell students to set that information aside. You’ll come back to it later in the lesson.

Purpose of Activity

- Engages students by focusing them on a health issue of personal interest.
- Prepares students for the *Independent Practice Activity*.

THE HOME PAGE

(3 Minutes)

“We are going to start with **Goal 1** – learning the features of the **MedlinePlus Home Page**.

Take a look at your computer screens. You should see the **Home Page** of the **MedlinePlus** website. This website contains links to over 700 health topics.”

- 1 Students’ screens should be set to the **MedlinePlus Home Page** at www.medlineplus.gov.



- 2 Point out these features on the **Home Page**:
 - The 7 broad categories – Mention each one by name (*Health Topics, Dictionary, etc.*)
 - The **Search Box**
 - the link to **NIHSeniorHealth**

THE HEALTH TOPICS PAGE

(10 Minutes)

“Now we’ll move to **Goal 2** – learning how to find health topics. If you want to find out about a disease or condition, start with the **Health Topics** button on the left menu.”



1 Click on [Health Topics](#) and tell students there are two ways to find a topic:

- Using the **alphabet**.
- Using **categories**.

2 Demonstrate **ONE** way to find information about **Arthritis**.

- Click on **A** under the alphabet. Scroll down to **Arthritis** and click on it.

OR

- Click on **Bones, Joints, and Muscles**. An image of a skeleton will appear on the left and list of the body parts on the right. Click on the word Joints either on the image OR on the list. Then click on **Arthritis**.)

Purpose of Activity

- Showing students one way to navigate to a health topics page instead of two makes it easier to retain the information.
- Feel free to show both ways to navigate if there is time and students are interested in having this information.

TIME CHECK

40 minutes elapsed; about 1 hour, 20 minutes left.

THE ARTHRITIS PAGE

(10 Minutes)

“Let’s look at the features on this page. This page is an example of the kinds of information you will find when you click on any disease or condition.”



- 1** Demonstrate as students navigate with you. Starting from the **Home Page**, have students navigate to the **Arthritis** page using the **ONE** path you showed them (alphabet or category).

- 2** Familiarize students with the features of the Arthritis page:
 - **Top of Page**
 - Alphabet
 - Buttons linking to the Home Page
 - Disease Summary

 - **Middle of Page**
 - Start Here*
 - Content Titles (i.e., Basics, Learn More, etc....)

 - **Bottom of Page**
 - Content Links

THE ARTHRITIS PAGE (contd.)




(10 Minutes)

“You’ll notice that there are links to lots of information about arthritis on this page.”



- 1** Demonstrate as students navigate with you. Scroll down to [Overviews](#) and click on any link in that category. Point out the name of the website that opens, explaining that it has opened in a window. Let students read some of the information there silently.
- 2** Show students how to close a window to return to the **Arthritis** page.
- 3** (Optional) Show students how to minimize and restore the window using the two buttons just next to the **X** in the upper right-hand corner of the **inside** window.
- 4** Ask students to return to the **Home Page** by clicking on [Home](#) at the top of their screen.

How to Close, Minimize, and Restore a Window (optional)

- Click on the  in the upper right-hand corner of the window, and it will close.
- Click on the  sign, and the window will minimize down to the status bar at the bottom of the screen.
- Click on the  sign to restore the window to its normal size.

Teaching Tip

- Proceed **slowly** through each step.
- Walk around to students’ computer screens and provide assistance where needed.

SUMMARIZING

(2 Minutes)

“Now let’s take a look at the **Goals** to see what we’ve covered so far.”



- 1** Demonstrate and summarize the following learning objectives from **Goals 1** and **2**:
 - Identifying the main features of the **Home Page**
 - Learning one way to access health topics on the **Health Topics** page
 - Linking to more information about a health topic

- 2** Ask students if they have any questions.



Refer students to [Handout 6A: Lesson Goals](#)

- 3** Tell students to check off **Goals 1** and **2** on their handout.

Purpose of Activity

- Lets students know what they should have grasped by this point in the lesson.
- Gives students another chance to ask questions about material already covered.
- Lets you see what goals might need further explanation.
- Gives students a sense of accomplishment.
- Keeps the class on track.

GROUP PRACTICE ACTIVITY

(10 Minutes)

“Let’s practice finding information on a health topic together.”



Pass out **Handout 6C: Find Information on a Health Topic**



1 Read each of the steps on **Handout 6C** to the class to familiarize them with the activity. Then lead the group through the exercise step by step using the computer projector.



2 After students complete step #10 of the exercise, ask them to share the information they found about hip replacement with the class.

3 When everyone is finished, ask students if they have any questions about the exercise.

Purpose of Priming Activity

- Familiarizing students with the steps in the Group Practice Activity beforehand primes, or prepares them, for the activity and increases the likelihood they will be successful at it.

Teaching Tips

- Proceed **slowly** through each step.
- Walk around to students’ computer screens and provide assistance where needed.
- For questions 8 through 10, allow 5 minutes for students to read the information on their own and write down their answers.

OPTIONAL STOPPING POINT

1 hour, 10 minutes elapsed; 50 minutes left.

(If you choose to stop here, you can assign the next activity as homework. Be sure to go over steps in the activity with students. You may teach the remaining material in the next class.)

INDEPENDENT PRACTICE ACTIVITY

(10 Minutes)

“Now you’ll have an opportunity to practice finding information on your own using one of the health topics you wrote down at the beginning of the class.”



Pass out **Handout 6D: Search for Your Own Health Topic**

- 1** Read each of the steps on **Handout 6D** to the class to familiarize them with the activity.
- 2** Ask students to choose one of the health issues they wrote down earlier in the class.
- 3** Start students off by doing the first couple of steps of the exercise on **Handout 6D** together as a class. Then let them search on their own for information about their selected topic.
- 4** Once students have completed the exercise, ask them which searching tasks were easy and which ones may have caused them difficulty.
- 5** Clear up any questions students may have.



Purpose of Priming Activity

- Familiarizing students with the steps in the Independent Practice Activity beforehand primes, or prepares them, for the activity and increases the likelihood they will be successful at it on their own.

THE SEARCH BOX (8 Minutes)

“Now we will work on **Goal 3** – using the **Search Box**.

There are other ways to search for a health topic. One way is by using the **Search Box**.”



- 1** Point out the **Search Box** again.
- 2** Demonstrate for students how to use the Search Box. Type in the name of a disease or condition (i.e., gout) on your computer projector. Click on [Search MedlinePlus](#) (or hit the Enter key). Point out that the information on this page is arranged differently from the **Health Topics** page.



- 3** Ask students to type in the name of the disease or condition they researched in their independent practice activity into the **Search Box**, and click on [Search MedlinePlus](#) (or hit Enter). Let them scroll the page to see how information is arranged. If there is time, let them click on a link and scan the information they find there.

Purpose of Activity

- Lets students see how to search for a health topic using the Search function.
- Students can see how the information is arranged by scrolling down the health topic. They can also gain practice scrolling.

THE MEDICAL DICTIONARY

(5 Minutes)

“Now, on to **Goal 4** – using the **Medical Dictionary**.

This dictionary on the **MedlinePlus** website defines medical terms.”



1 Ask students to click on [Dictionary](#) at the top of the page.



2 Demonstrate for students how to use the **Dictionary** by typing in a disease or condition (i.e., lupus) in the empty field and then clicking [Search](#) or typing Enter on the keyboard.

3 Ask them to do the same thing with the word they wrote down earlier for which they wanted a definition. Have a few students read their definitions aloud.

4 Ask students to close the window and return to the **Home Page**.

SUMMARIZING

(2 Minutes)

“Now, let’s take a look at the **Goals** again to see what we’ve covered so far.”



1 Demonstrate and summarize the learning objectives from **Goals 3** and **4**:

- Using the **Search Box**
- Using the **Dictionary**

2 Ask students if they have any questions.



Refer to Handout 6A: Lesson Goals.

3 Ask students to check off **Goals 3** and **4** on their handout.

Purpose of Activity

- Lets students know what they should have grasped by this point in the lesson.
- Gives students another chance to ask questions about material already covered.
- Lets you see what goals might need further explanation.
- Gives students a sense of accomplishment.
- Keeps the class on track.

TIME CHECK

1 hour, 40 minutes elapsed; about 24 minutes left.

MEDLINEPLUS QUALITY GUIDELINES (7 Minutes)

“Now, for **Goal 5** – learning about the **MedlinePlus** quality guidelines. You have seen that **MedlinePlus** has links to a number of websites. There are strict guidelines regarding the links that can appear on the site.

Let’s take a moment to find out how material is selected for inclusion on **MedlinePlus**.”



1 Demonstrate as students navigate with you. Ask students to click on the [About MedlinePlus](#) button near the top of the **Home Page**.

2 Ask them to go to the menu on the right and click on [Quality Guidelines](#). Ask students to scan the page silently for 3-5 minutes.



3 Have a brief discussion, asking students to share one point they found particularly interesting about the **Quality Guidelines**.

Purpose of Activity

- Shows students that MedlinePlus has strict selection criteria.
- Provides a yardstick for assessing the quality of other health websites.

SUMMARIZING

(7 Minutes)

“Let’s do a final exercise to bring together the skills we’ve learned today.”



- 1** Choose a health topic (i.e., hypertension) and have students lead **you** through an information search about the disease.



- 2** Starting at the **Home Page**, ask students the following questions. As they provide each answer, demonstrate for them by clicking on the appropriate link at your computer projector.
 - A. “Where do I click to find the definition of hypertension?”
(Answer: Click on [Dictionary](#) and show how to find the definition.)
 - B. “Where do I click to find general information about hypertension?”
(Answer: Click on [Health Topics](#).)
 - C. “Which link do I click on in the **Health Topics** page to find out about hypertension?”
(Answer: Click the letter “H” and scroll down to hypertension. OR, click on the category “Blood, Heart and Circulation,” and scroll down to hypertension.)
 - D. “How do I to return to the **Home Page**?”
(Answer: Click on [Home](#))
- 3** Address any final questions students may have.

Purpose of Activity

- Lets students apply the skills they have learned.
- Questions that students fail to respond to easily during the Q&A will reveal areas that still need reinforcing.

WRAPPING UP

(5 Minutes)

“Today you’ve learned some basics of navigating the **MedlinePlus** website. You’ve learned

- 1 About the main features of the **MedlinePlus Home Page**
- 2 How to find health topics on the Health Topics page.
- 3 How to use the **Search Box**
- 4 How to find definitions of medical terms using the **Medical Dictionary**
- 5 The criteria **MedlinePlus** uses to select information to include on the website.

You’ve also succeeded in doing online research on health topics of interest to you.

Here is a handout to help you recall what you learned.”



Pass out **Handout 6E: Lesson Review with Screen Shots.**

- 1 Read the cover description, **How to Use This Handout**, to students.
- 2 Go over each screen shot, reading the captions to remind students of the navigation steps they learned on each page. (You do **not** need to refer back to the computer screen at this point.)
- 3 Encourage students to use this handout as a reference when practicing the skills they learned in this lesson.

Purpose of Activity

- Summarizes all of the skills taught in the lesson.
- Handout gives students a visual map of the lesson to remind them of the web pages visited and the skills learned.

WRAPPING UP (contd.)

(5 Minutes)

“The **MedlinePlus** website has drug information, ways to find doctors, and many more features which we will explore in a future lesson.

Remember, always check with your doctor or health care provider about health information you find on the Internet.

Here is your take-home assignment, which will give you more practice with the skills you’ve learned today. ”

- 1** Ask students to do some research on the causes of **back pain** and to bring that information to the next class.
- 2** Ask students how they would get to **MedlinePlus**.
Answer: Go to www.medlineplus.gov
- 3** Remind them that the address of the website can be found at the bottom of their handouts.

Teaching Tip

- You may wish to write the take-home assignment and URL for **MedlinePlus** on the board.

END OF LESSON 6

Introduction to MedlinePlus
HANDOUTS

HANDOUT 6A: Lesson Goals

During this lesson, you will:

- _____ **1** Learn about the main features of the **Home Page** of the **MedlinePlus** website.
- _____ **2** Learn how to find a health topic on the **Health Topics** page.
- _____ **3** Learn how to use the **Search Box**.
- _____ **4** Learn how to use the **Medical Dictionary**.
- _____ **5** Learn about the Quality Guidelines **MedlinePlus** uses to select the information it includes on the site.
- _____ **6** Find answers to health questions of personal interest.

HANDOUT 6B: Glossary

1 Back Arrow

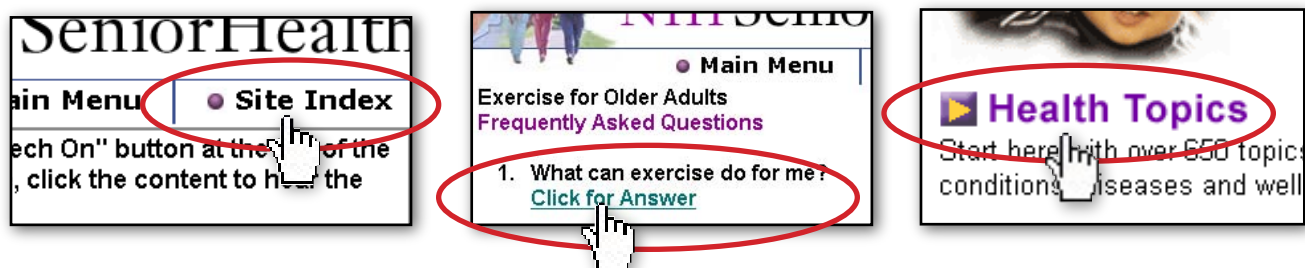
This arrow, often green, is found at the top of most browsers. When you click on the back arrow, it takes you back – in order – through all of the web pages you’ve seen. (Sometimes called the back button.)



2 Link (or hyperlink)

A highlighted or underlined feature on a web page that, when clicked, will take you to another web page. A link most often appears as underlined words or an image.

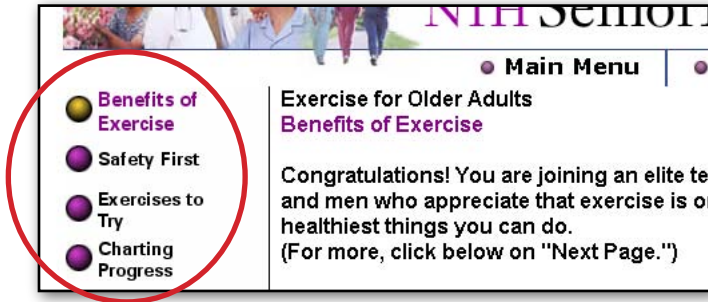
One sure way to tell if something is a link or not: Whenever your cursor turns into a pointing hand, the image or word you are pointing to is a link.



HANDOUT 6B: Glossary

3 Menu

A list of options, or topics, on a website that users can choose from.

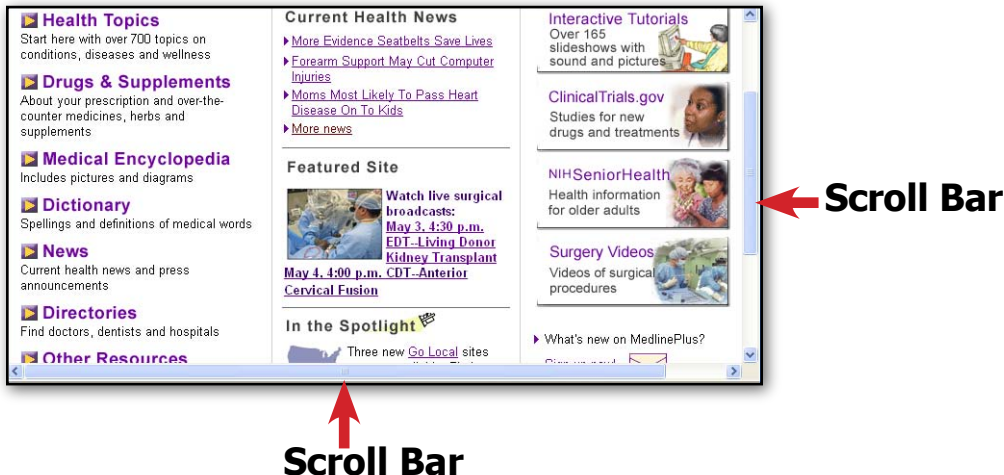


4 Scroll

To move text or other information on a computer screen up, down, or sideways, with new information appearing as the old disappears.

5 Scroll Bar

A narrow, rectangular bar on the right edge and bottom edge of a web page that lets you move the page to see more of the information it contains. The scroll bar on the right moves the web page up and down, and the scroll bar on the bottom moves the web page right and left.



HANDOUT 6B: Glossary

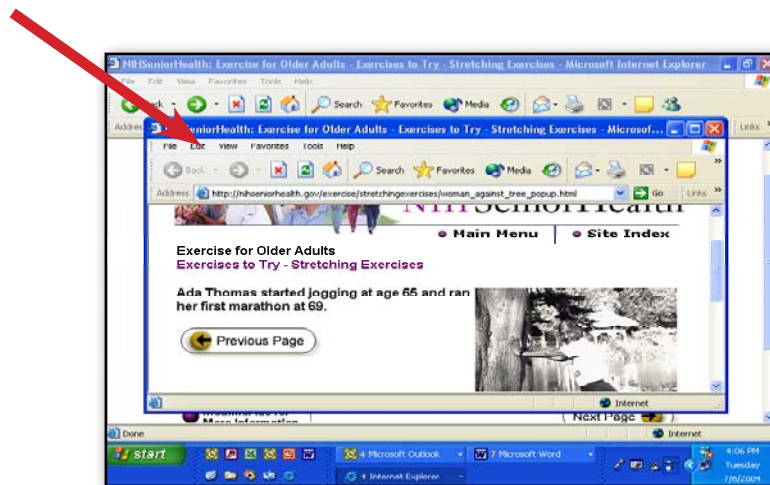
6 Search Box

A small rectangular blank space on a web page where you can type in a word or phrase to look for information. Clicking on the button next to the search box (or hitting the Enter key on the keyboard) will take you to a page where that information is located.



7 Window

A framed area of a computer screen that appears in front of the web page. Sometimes the appearance of a window means that you have entered another website. At other times, it means you may still be on the same website.



HANDOUT 6C: Find Information on a Health Topic

- 1** On the **Home Page**, click on [Health Topics](#).
- 2** Looking at the alphabet, click on the letter "H."
- 3** Scroll down the list until you get to [Hip Replacement](#).
- 4** Click on [Hip Replacement](#).
- 5** You should now be on the **Hip Replacement** page.
- 6** Scroll down to [Overviews](#).
- 7** Under [Overviews](#), click on any link. A window will open to another website.
- 8** What is the name of this website?

- 9** Browse the information on this site for 3-4 minutes.
- 10** Write down something new you find about hip replacement.

- 11** Exit this website. (Hint: Click on the **X** in the upper right-hand corner of this window.)
- 12** You should be back on the **Hip Replacement** page.
- 13** Scroll to the top of the screen. Find the **Home** tab at the top of the screen on the left and click on it to return to the **Home Page**.

HANDOUT 6D: Search for Your Own Health Topic

- 1 Recall one of the health topics you wrote down at the start of the class.
- 2 From the **Home Page**, click on [Health Topics](#).
- 3 Using the alphabet, find the first letter of your topic and click on it. (Or, if you wish, use the "Categories" section just below the alphabet, and click on the category for your topic.)
- 4 Scroll down until you find your topic, and click on it (or, if you see a picture of the human body, click on the part of the picture that represents your topic.)
- 5 You should now be on the page for your health topic.
- 6 Scroll down to [Overviews](#).
- 7 Under [Overviews](#), click on any link. A window will open to another website.
- 8 What is the name of this website?

- 9 Browse the information you find there for about 3-4 minutes.
- 10 Write down one new thing you learned about your health topic.

- 11 Exit this website and return to **MedlinePlus** by clicking on the **X** in the upper right-hand corner of the **inside** window.
- 12 Scroll to the top of the screen. Find the **Home** tab at the top of the screen on the left and click on it to return to the **Home Page**.

Searching for Health Information Online: An Internet Course for Older Adults
from the **National Institute on Aging**

Introduction to MedlinePlus

LESSON REVIEW WITH SCREEN SHOTS

Handout 6E

How to Use this Handout

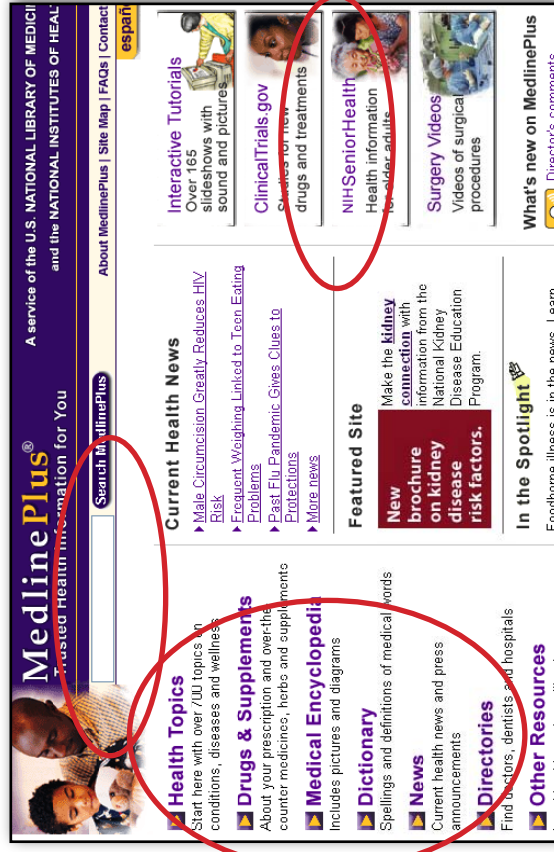
- Use this handout to help you review the lesson.
- The screen shots (pictures of web pages) will help you recall the places you visited in class, and the descriptions will remind you of the navigation skills you learned.
- You may wish to refer to this handout when searching the website you visited in class.
- If you have questions about how to navigate any of these pages, write your questions in the spaces provided and bring them to the next class.

LESSON REVIEW

Introduction to MedlinePlus

- 1 You went to the **MedlinePlus** website at www.medlineplus.gov. You learned about some of the features on the **MedlinePlus Home Page**, including the (1) 7 broad categories; (2) Search Box; (3) Link to the NIHSeniorHealth website

Screen Shot 1: Home Page



- 2 You learned that clicking on **Health Topics** on the **Home Page** would take you to this page, where you could select health topics to search. You can search topics by clicking on the first letter of the disease. Or, you can search by clicking on the category of your chosen health topic.

Screen Shot 2: Health Topics Page



Your Question(s)

Module 6 – Screen Shots: *Introduction to MedlinePlus*
Go to www.medlineplus.gov
This course for older adults was developed by the National Institute on Aging.

LESSON REVIEW

Introduction to MedlinePlus

3 Clicking on an alphabet letter takes you to a page with a list of diseases and conditions starting with that letter. Scroll down to find your health topic.

4 Clicking on a category may take you to an illustration, where you can click on the body part to find your health topic. Or, you can click on the name of the body part in the list to find your topic.

Screen Shot 3: "A" Alphabet Page

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Search MedlinePlus

Health Topics beginning with "A"

- Abdominal Pain
- Abnormalities: see Birth Defects
- ABO Blood Groups: see Blood and Blood Disorders
- Abortion
- About Your Medicines: see Medicines ; Over-the-Counter Medicines
- Abscesses
- Abuse: see Domestic Violence
- Accident Prevention: see Safety Issues
- Accidents: see Falls ; First Aid ; Injuries
- Achondroplasia: see Dwarfism
- Acid Reflux: see GERD ; Heartburn
- ACL Injuries: see Knee Injuries and Disorders
- Acne
- Acoustic Neuroma

Unlabeled Health topics: [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#) [List of All Topics](#)

Scroll Down

Screen Shot 4: Anatomy Page

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Search MedlinePlus

Bones, Joints and Muscles

See All Topics

Select One:

- Bones
- Hip, Leg, and Foot
- Joints
- Muscles
- Shoulder, Arm and Hand
- Spine

Muscles

Bones

Spine

Joints

Shoulder—
Arm
Hand

Hip
Leg
Foot

Your Question(s)

Module 6 – Screen Shots: *Introduction to MedlinePlus*
Go to www.medlineplus.gov

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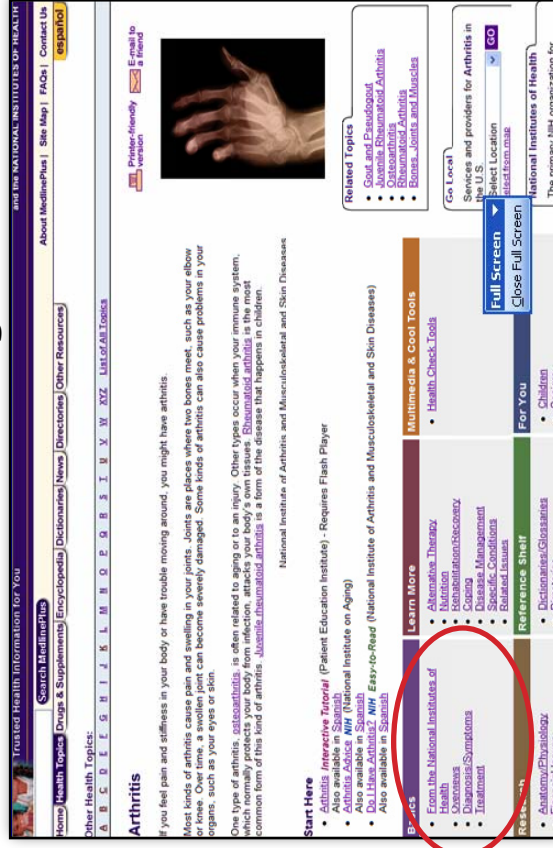
LESSON REVIEW

Introduction to MedlinePlus

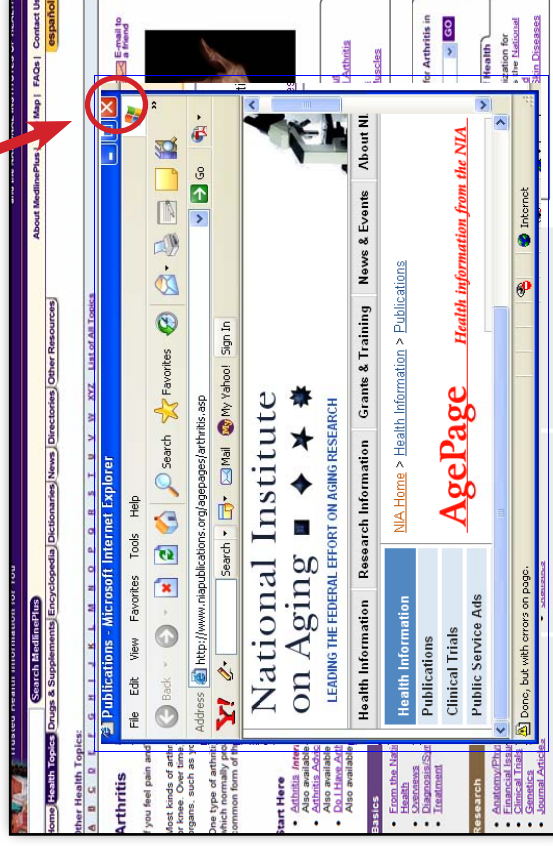
5 On the page for a specific health topic, (i.e., Arthritis) you learned you could click on more links to find in-depth information. Some of these links took you to other websites.

6 You learned that clicking on a link to another website opened a window to that site. Clicking the **X** in the upper right-hand corner of the inside window closes that window.

Screen Shot 5: Arthritis Page



Screen Shot 6: Website Window



Your Question(s)

Module 6 – Screen Shots: *Introduction to MedlinePlus*
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LESSON REVIEW

Introduction to MedlinePlus

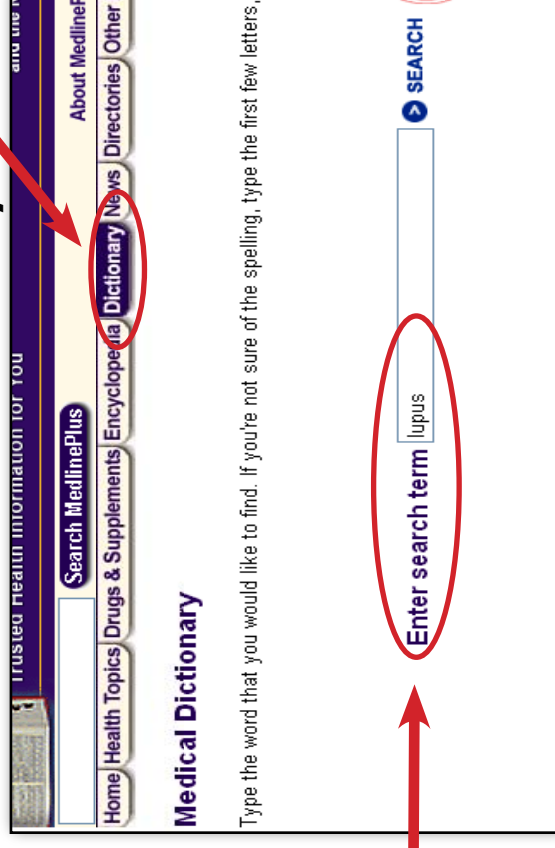
- 7** You learned how to type a term into the **Search Box** and then click on [Search MedlinePlus](#) to find information. The **Search Box** is located on each page of the **MedlinePlus** website.

Screen Shot 7: **Search Box**



- 8** You learned that clicking on [Dictionary](#) would take you to a page where you could type in a medical term (i.e., lupus) and then click on [Search](#) to find its definition.

Screen Shot 8: **Medical Dictionary**



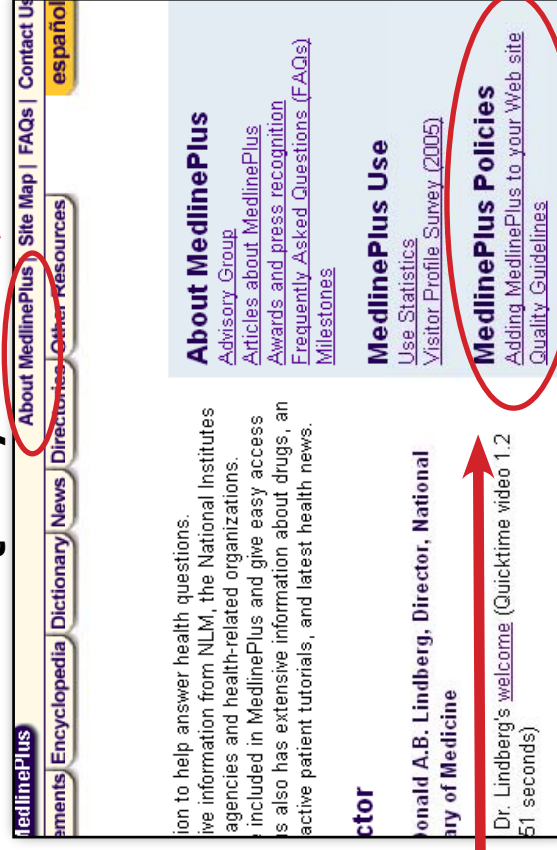
Your Question(s)

LESSON REVIEW

Introduction to MedlinePlus

- 9 Finally, you learned to click on [About MedlinePlus](#) to see how material is selected for the website using the **Quality Guidelines**.

Screen Shot 9: **Quality Guidelines**



Your Question(s)
