

*Helping Older Adults Search for Health Information Online*

## **A Toolkit for Trainers**

from the National Institute on Aging



# **WELCOME TO MODULE 4: NIH SeniorHealth FAQs and Site Index**



### **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](mailto:daileys@nia.nih.gov)

# **NIH SeniorHealth FAQs and Site Index**

## **INTRODUCTION**

## MODULE 4: NIHSeniorHealth FAQs and Site Index



### LESSON OVERVIEW



#### Lesson Goals

**In this lesson, students will:**

1. Recall how to use the **Home Page** of the **NIHSeniorHealth** website.
2. Recall how to use the **Main Menu** to find health topics on the **NIHSeniorHealth** website.
3. Recall how to use the special features (optional).
4. Learn how to use the **Frequently Asked Questions**.
5. Learn how to use the **Site Index**.
6. Find answers to health questions of personal interest.



#### Lesson Materials

**In this lesson, students will need:**

- **Handout 4A:** *Lesson Goals*
- **Handout 4B:** *Glossary\**
- **Handout 4C:** *Donald and Alice Talk about Medicines (Acts I and II)*
- **Handout 4D:** *Medicines and You*
- **Handout 4E:** *Find Information Using FAQs*
- **Handout 4F:** *Find Information Using the Site Index*
- **Handout 4G:** *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](http://www.nihseniorhealth.gov/toolkit).**



#### Lesson Length

**This lesson should last:**

Approximately 2 hours, with an optional stopping point at 90 minutes.

## MODULE 4: NIHSeniorHealth FAQs and Site Index



### 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 4: NIHSeniorHealth FAQs and Site Index – Beginning Students]*
  - ☐ **Make sure** your computer projector and students' computers are working and that there is Internet access.
  - ☐ **Set students' screens** to the **NIHSeniorHealth** home page at [www.nihseniorhealth.gov](http://www.nihseniorhealth.gov).
  
- ✓ **You should also**
  - ☐ **Read** *Quick Tips for a Senior Friendly Computer Classroom* at [www.nihseniorhealth.gov/toolkit](http://www.nihseniorhealth.gov/toolkit).
  - ☐ **Watch the short video** *Introducing the Toolkit* at [www.nihseniorhealth.gov/toolkit](http://www.nihseniorhealth.gov/toolkit).

## MODULE 4: NIHSeniorHealth FAQs and Site Index



### 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.**

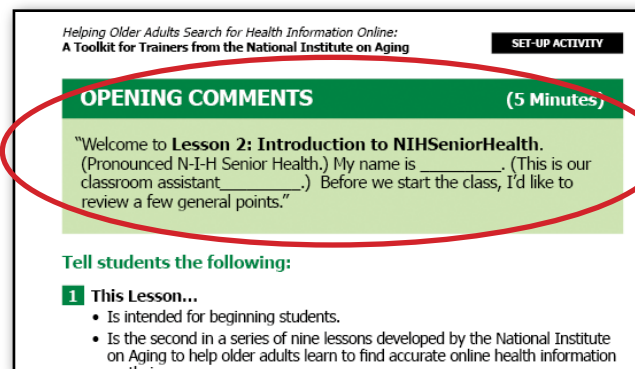
## MODULE 4: NIHSeniorHealth FAQs and Site Index



### 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 4: NIHSeniorHealth FAQs and Site Index



### 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.

# **NIH SeniorHealth FAQs and Site Index**

## **LESSON PLAN**



## OPENING COMMENTS

(5 Minutes)

“Welcome to **Lesson 4: NIHSeniorHealth FAQs** (Frequently Asked Questions) **and Site Index**. (Pronounced N-I-H Senior Health.) 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 beginning students.
- Is the fourth 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 NIHSeniorHealth website they will visit...

- Is sponsored by the National Institute on Aging and the National Library of Medicine, both 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)

"Before we get started with the new material, let's go over the take-home assignment from the last class."

- 1 Restate the take-home assignment from Module 3.
  - Completing one of the practice activities on **Handout 3C**.



- 2 Ask students to share their results with the class.
- 3 Ask students to share any problems they had navigating **NIHSeniorHealth** 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)

“In this lesson we will learn how to use **Frequently Asked Questions** – or **FAQs** – and the **Site Index** on the **NIHSeniorHealth** website. We will also explore health issues of interest to you. Let’s take a look at the specific goals for today’s lesson.”



### Pass out **Handout 4A: 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 4B: Glossary**

- 1 Knowing the meaning of these Internet terms will help students understand the lesson. In addition to reviewing new terms (marked with \*\*\*), you may wish to go over the terms from this list that were introduced in previous lessons to 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 **FAQs\*\*\***
- 3 **link (or hyperlink)**
- 4 **scroll**
- 5 **scroll bar**
- 6 **site index**
- 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.

## REVIEW: THE HOME PAGE

(5 Minutes)

“Let’s start with **Goal 1** – reviewing how to use the **Home Page** of the **NIHSeniorHealth** website.”

- 1 Students’ screens should be set on the **Home Page** of **NIHSeniorHealth** at [www.nihseniorhealth.gov](http://www.nihseniorhealth.gov).



- 2 Recall for students:
  - The purpose of the site (for adults 60 and older)
  - The website’s sponsors
  - The most recent update
  - The URL in the address box

- 3 Ask students if they have any questions.



- 4 Ask students to click on [Click to Begin](#) to go to the **Main Menu**.

### Special Notice about this Web Page

- This home page will be re-designed in the coming months, and this part of the lesson plan will be updated accordingly.
- Check back at the **NIHSeniorHealth** website to get the updated lesson plan (and screen shots), which will reflect the design changes.

## REVIEW: THE MAIN MENU PAGE

(5 Minutes)

“Now for **Goal 2** – recalling how to use the **Main Menu** to find health topics on **NIHSeniorHealth**. You will recall that this is the place where you start searching for information on **NIHSeniorHealth**.”



**1** Students’ screens should be on the **Main Menu** page.

**2** Recall these features for students as they mouse over them with you:

- **Main Menu button** – Located on each page of the website.
- **Site Index button** – Leads to an indexed list of all the site’s content.
- **Health Topics** – Information about health issues of interest to older adults.
- **Other links**
  - Read a [welcome message](#) from our directors
  - Learn more [about NIHSeniorHealth](#)
  - Go to [Exercise Stories](#)

### Navigation Tip

Tell students that they can always return to the **Main Menu** by clicking the **Main Menu** button at the top of any page.

### Special Notice about this Web Page

- This main menu page will be re-designed in the coming months, and this part of the lesson plan will be updated accordingly.
- Check back at the **NIHSeniorHealth** website to get the updated lesson plan (and screen shots), which will reflect the design changes.



## REVIEW: SPECIAL FEATURES (optional) (5 Minutes)

“Now, for **Goal 3**. You will recall that **NIHSeniorHealth** has special features to make the information on the website easier for older adults to grasp. These features let you change the size of the text, change the color of the page, and hear the text read aloud. The buttons for these features are found at the top of each page.”



### 1 Text Size

- Demonstrate as students navigate with you.
- Enlarge the text using the text size button. Let students set the text at the size they prefer. They can switch back to the normal (default) text size if they like.

### 2 Contrast

- Demonstrate as students navigate with you.
- Change the contrast using the contrast button. Students can switch back to the normal (default) colors if they like.

### 3 Speech

- Demonstrate as students navigate with you.
- Click on the speech button to hear the text read aloud. After hearing some text read aloud, ask students to switch back to the silent mode to keep the sound from disrupting the class.

## SUMMARIZING

(2 Minutes)

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



Refer to **Handout 4A: Lesson Goals**.



**1** Demonstrate and summarize the following learning objectives from **Goals 1, 2, and 3**:

- Using the **Home Page**
- Using the **Main Menu** to find health topics
- Using the special features (if presented)

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

**3** Ask students to check off **Goals 1, 2, and 3** on their handout.

### TIME CHECK

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

#### 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.

## TAKING MEDICINES

(8 Minutes)

“Before we move to the next goal, let’s look at a subject of interest to just about all older adults – the subject of medications.”



**Pass out Handout 4C: Donald and Alice Talk about Medicines.**

**1** Ask two students to read the parts of Donald and Alice in **Act I**.



**2** Ask students what important issues were raised in the dialogue.

## MEDICINES AND YOU

(10 Minutes)

"Now we'll do an exercise where you write down answers to questions about medicines. This handout is for your personal use and will **not** be handed in."



### Pass out **Handout 4D: Medicines and You.**

**1** Ask students to complete the handout.



**2** When they have finished, pair them up and ask them to share their answers to the questions with their partner.

**3** Have each pair share with the class **one** important question they have about taking medicines.

## FREQUENTLY ASKED QUESTIONS

(10 Minutes)

“Now, let’s move on to **Goal 4** – learning how to use the **Frequently Asked Questions** or **FAQs**. Let’s look at the **Taking Medicines** topic and see what we find when we use the **FAQs**.”



- 1** Demonstrate as students navigate with you. From the **Main Menu**, ask students to scroll down and click on [Taking Medicines](#). This will take them to the **Table of Contents** for **Taking Medicines**. Once there, ask them to click on [Frequently Asked Questions](#).
- 2** On the **FAQ** page, show the class how to find the answer to question #1 by clicking on [Click for Answer](#). Ask a student to read the content on that page aloud.
- 3** Show students how to return to the list of **FAQs** by clicking on [Return to list of Questions](#).
- 4** Repeat these steps with question #19. Make sure to tell students to click on **Next Page** to read the full answer.

### Purpose of Activity

- Reading the content aloud lets students know if they are at the right place. It also helps keep the class together on the same page.

## SUMMARIZING

(3 Minutes)

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



**Refer students back to Handout 4A: Lesson Goals.**

- 1** Summarize and demonstrate the following learning objectives for **Goal 4:**
  - Getting to the **FAQ** page
  - Finding answers to **FAQs**
  - Returning to the **FAQ** page after reading an answer
- 2** Ask students if they have any questions.
- 3** Ask students to check off **Goal 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.

## FIND INFORMATION USING FAQs

(10 Minutes)

“Let’s see what’s happening with Donald and Alice.”



### Refer to **Handout 4C: Donald and Alice Talk About Medicines.**

- 1** Ask two other students to read the parts of Donald and Alice in **Act II**.
- 2** After the dialogue has been read, tell students that they are going to use the **FAQs** to try and find answers to Alice’s questions about taking medicines.



### Pass out **Handout 4E: Find Information Using FAQs.**

- 3** Go over the steps on the handout to familiarize students with the activity.
- 4** Have students do the practice activity independently.

#### Teaching Tip

- Walk around to students’ computers and make sure they are able to perform the functions.

#### Purpose of Priming

- Reading through the steps beforehand is a way to prime, or familiarize, students with the activity. Priming helps students perform better.

## CHECKING FOR UNDERSTANDING

(8 Minutes)

"Let's see what information you found that might address Alice's concerns."



- 1 Have students share the information they wrote down on **Handout 4E: Find Information Using FAQs.**
- 2 Once the class has finished the discussion, ask them what was easy for them to do and what may have been a bit difficult.
- 3 Clear up any questions students may have.
- 4 If there is time, let students browse the **FAQ** list again to find answers to their own questions about taking medicines.
- 5 Clear up any questions students may have.

### OPTIONAL STOPPING POINT

**1½ hours elapsed; about 30 minutes left.**

(If you choose to stop here, you may teach the remaining material in the next class.)

#### Purpose of Activity

- Lets students apply new skills to health interests.
- Helps students realize what new skills are already easy for them, reinforcing their confidence and sense of accomplishment.
- Lets instructor know what needs more work.



## THE SITE INDEX

(10 Minutes)

“Let’s move on to **Goal 5** – learning how to use the **Site Index**, often called a **Site Map**. It’s like the index of a book, listing everything on a website in an outline or alphabetical format.”



- 1** Demonstrate as students navigate with you. On the **FAQ** page, ask students to scroll to the top and click on **Site Index**. As they scroll down the **Site Index** page, point out the features from the **Main Menu** and **Home Page** and then the health topics, listed alphabetically.
- 2** Ask them to STOP when they get to the **Taking Medicines** topic near the bottom.
- 3** Ask them to click on [Frequently Asked Questions](#) and other links under **Taking Medicines** so they can see that the information they accessed earlier from the **Main Menu** is also is available from the **Site Index**.

## FIND INFORMATION USING THE SITE INDEX

(10 Minutes)

“Let’s see if we can apply what we have learned about using the **Site Index** to locate information on other health issues facing older adults.”



### Pass out **Handout 4F: Find Information Using the Site Index.**

- 1** Go over the steps on the handout with the class to familiarize students with the activity.
- 2** Ask students do the activity independently or in pairs.
- 3** Go over the answers with students.

#### Teaching Tip

- Walk around to students’ computers and provide assistance if needed.

#### Purpose of Priming

- Reading through the steps beforehand is a way to prime, or familiarize, students with the activity. Priming helps students perform better.

## SUMMARIZING

(3 Minutes)

"Now let's take a look at the **Lesson Goals** to see what we have covered."



- 1** Demonstrate and summarize the following learning objective for **Goal 5**.
  - Learning to use the **Site Index**
- 2** Ask students if they have any questions.
- 3** Ask students to check off **Goal 5** 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.

## WRAPPING UP

(3 Minutes)

“Let’s briefly review what we’ve covered in this lesson. You have

- 1 Recalled how to use the **Home Page** of **NIHSeniorHealth**.
- 2 Recalled how to use the **Main Menu** to find health topics on the **NIHSeniorHealth** website.
- 3 Recalled how to use the special features (optional).
- 4 Learned to use **Frequently Asked Questions**.
- 5 Learned to find and use a **Site Index**, also known as a **Site Map**.

You have also succeeded in doing online research on health issues of interest to you.

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



### Pass out **Handout 4G: 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)

"In our next lesson, we will explore the issue of exercise and older adults using the **NIHSeniorHealth** website.

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

Here's your take-home assignment, which will give you more practice with the skills you've learned today."

- 1** As a take-home assignment, ask students to select a health topic they are interested in from the list on the **Main Menu** page of **NIHSeniorHealth**. Once they get to the **Table of Contents** for that topic, they should click on the **Frequently Asked Questions**. Ask them to read some of the questions and answers they find there.
- 2** Ask them to write down **two** pieces of **new** information they discover about this health topic and bring it to the next class.
- 3** Ask students for the address of the [NIHSeniorHealth](http://www.nihseniorhealth.gov) website.  
Answer: [www.nihseniorhealth.gov](http://www.nihseniorhealth.gov).
- 4** 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 **NIHSeniorHealth** on the board.

## END OF LESSON 4

# **NIH SeniorHealth FAQs and Site Index HANDOUTS**

## HANDOUT 4A: Lesson Goals

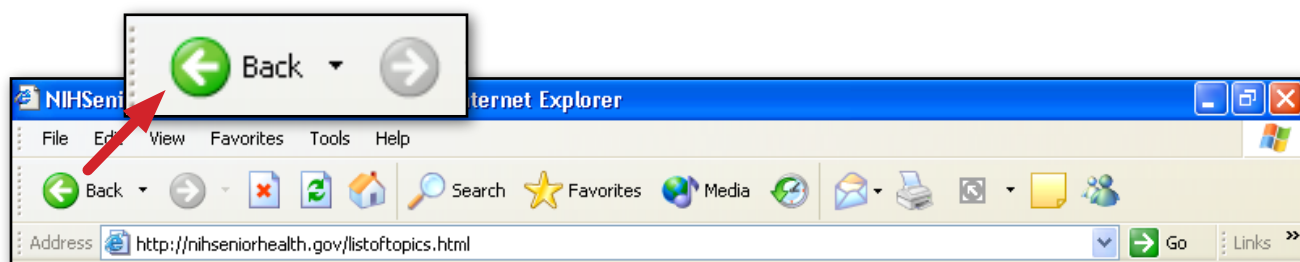
### During this lesson, you will:

- \_\_\_\_\_ **1** Recall how to use the **Home Page** of the **NIHSeniorHealth** website.
- \_\_\_\_\_ **2** Recall how to use the **Main Menu** to find health topics on the **NIHSeniorHealth** website.
- \_\_\_\_\_ **3** Recall how to use the special features (optional).
- \_\_\_\_\_ **4** Learn how to use the **Frequently Asked Questions**.
- \_\_\_\_\_ **5** Learn how to use the **Site Index**.
- \_\_\_\_\_ **6** Learn how to find answers to health questions of personal interest.

## HANDOUT 4B: Glossary

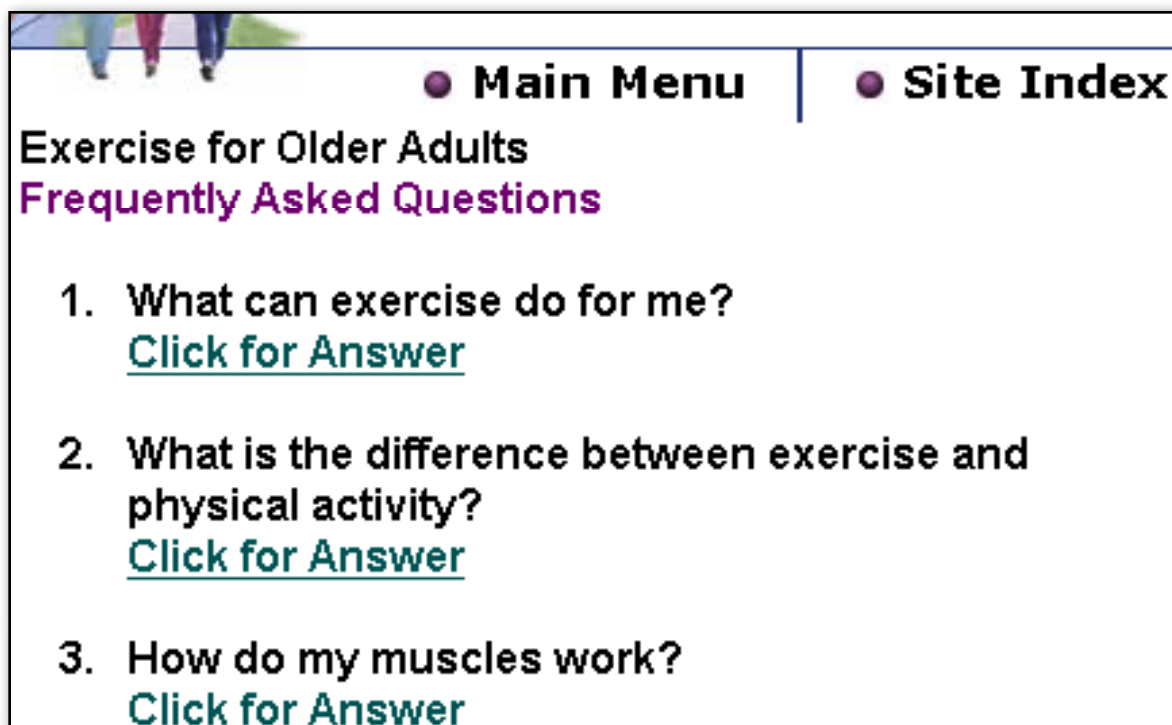
### 1 Back Arrow

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 FAQs

Stands for Frequently Asked Questions. These are commonly asked questions and answers that appear on many websites.



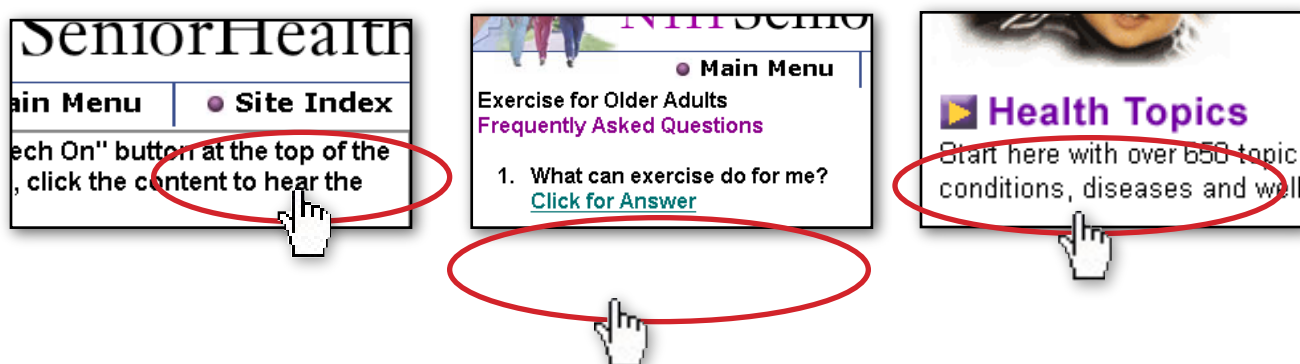


## HANDOUT 4B: Glossary

### 3 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.



### 4 Scroll

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

## HANDOUT 4B: Glossary

### 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.

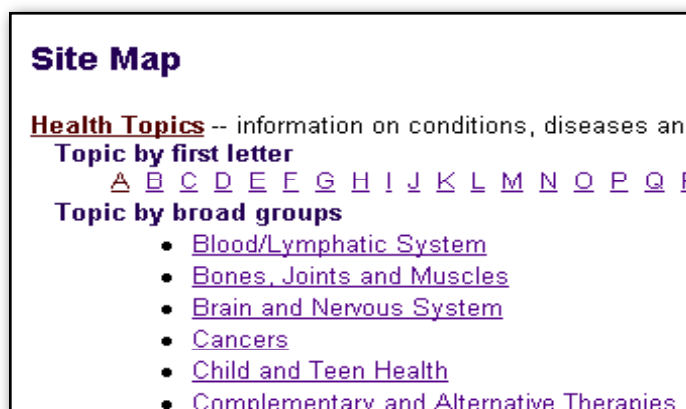


Scroll Bar

Scroll Bar

### 6 Site Index

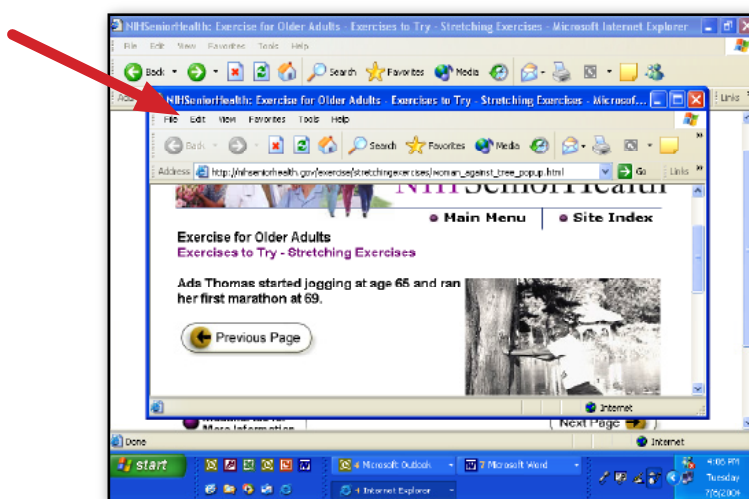
Often called a Site Map, it is a list of all of the contents on a website, similar to an index in a book. A link to the site map is usually found at the top or bottom of the home page.



## HANDOUT 4B: Glossary

### 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 4C: Donald and Alice Talk About Medicines

### ACT I

**Alice:** Answering phone) Hello?

**Donald:** Hello, Alice? It's Donald. How are you feeling?

**Alice:** Oh, hi Donald. Much better, thanks.

**Donald:** Glad to hear it! You really gave us a scare last week when they rushed you to the hospital.

**Alice:** Me too. Everything worked out okay, though. But, guess what?

**Donald:** What?

**Alice:** The doctor says I have to take even MORE medicine for my heart condition. Can you believe it? I'm up to eight different pills every day! It's hard for me to keep them all straight. So many of them are the same color – white.

**Donald:** Join the club. Last week, my doctor gave me prescriptions for two more pills. That makes five a day, not counting the vitamins I take.

**Alice:** Oh, so YOU take lot, too. Do you ever get mixed up about what pills to take when?

**Donald:** Well, I did in the beginning. I would forget to take my morning pills and then didn't know whether I should take them that evening or just wait until the next day.

## HANDOUT 4C: Donald and Alice Talk About Medicines (contd)

**Alice:** That's happened to me too.

**Donald:** Also, since some of the pills look alike, I wasn't always sure if I had taken the right one.

**Alice:** Yeah, I'm afraid of getting confused too. I think the doctor gave me some written instructions about taking the pills, but I can't seem to find that piece of paper.

**Donald:** Everyone has to come up with a way to organize their medicines that works for them. If you've got a minute, I can tell you what worked for me.

**Alice:** That would be great!

### ACT II

**Donald:** (Answering phone) Hello?

**Alice:** Hello, Donald? It's Alice.

**Donald:** Oh, hi Alice. How have you been doing?

**Alice:** Oh, I'm okay, but I'm still trying to get used to taking all these medicines. I did follow your advice and got one of those plastic pill boxes so I could separate the pills by days of the week and time of day. That really helps.

## **HANDOUT 4C: Donald and Alice Talk About Medicines (contd)**

**Donald:** Oh, good. I'm glad that's working for you.

**Alice:** One other thing, though: My stomach's been upset ever since I began taking all the new pills. I don't know if I should stop taking them or not.

**Donald:** Well, maybe you –

**Alice:** And get this: I'm taking so many at one time, it gets hard for me to swallow them. What I really want to do is grind them up and dissolve them in water to make them easier to take. Is there a reason I have to take them with food every time?

**Donald:** Oh, I'm not really able to answer those questions, Alice. I really think you ought to call your doctor.

## HANDOUT 4D: Medicines and You

- 1** Do you or an older family member take medicines or supplements (i.e., vitamins, herbs, etc.)?

---

- 2** What are the two most important concerns you have about taking medications and/or supplements?

(a) \_\_\_\_\_

---

(b) \_\_\_\_\_

---

## HANDOUT 4E: Find Information Using FAQs

Alice has a couple of questions about taking medicines. Use the **Frequently Asked Questions** (FAQs) to find answers to her questions. Write down any answers you find in the spaces provided.

**FIRST CONCERN:** After she leaves the doctor's office, Alice cannot remember everything the doctor told her about her new medication.

- 1** On the FAQ page of the **Taking Medicines** topic, scroll down to question #8 ("How can I remember all the details about a new medicine the doctor prescribes for me?") and click on [Click for Answer](#).
- 2** Read the answer.
- 3** What is **one** thing Alice can do to make sure she has the information she needs about her new medication?  

---
- 4** Click on [Return to list of questions](#) to get back to the list of FAQs.



## HANDOUT 4E: Find Information Using FAQs

**SECOND CONCERN:** Alice doesn't usually eat anything before 11:00 am, but she now has to take a pill at 8:00 every morning. And the doctor says she must take it with meals. She wonders why she can't just take her pill with plain water.

- 1** On the FAQ page, scroll down to question #12 ("Why do some medications need to be taken with meals?") and click on [Click for Answer](#).
- 2** Read through each page of the answer by clicking on **Next Page**.
- 3** What is **one** reason some medications should be taken with food?  

---
- 4** Click on [Return to list of questions](#) to get back to the list of FAQs.

## HANDOUT 4F: Find Information Using the Site Index

- 1** Go to the **Site Index** by clicking on the **Site Index** button at the top of the page.
- 2** On the **Site Index** page, scroll down to **COPD**.
- 3** Click on [What is COPD?](#)
- 4** Read the first page you come to.
- 5** What does C-O-P-D stand for? \_\_\_\_\_
- 6** Describe the disease. \_\_\_\_\_  
\_\_\_\_\_
- 7** Return to the **Site Index** by clicking on the **Site Index** button at the top of the page.
- 8** Scroll down to the **Sleep and Aging** topic.
- 9** Click on [Frequently Asked Questions](#).
- 10** Go to question #8: "What are the most common sleep disorders among older adults?"
- 11** Click on [Click for Answer](#).
- 12** Read the answer and respond to this question: What is **one** common sleep disorder among older adults? \_\_\_\_\_
- 13** Click on [Return to list of questions](#) to return to the list of **Frequently Asked Questions**.
- 14** Click on the **Site Index** button at the top of the page to return to the **Site Index**.

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

# NIH Senior Health FAQs and Site Index

## LESSON REVIEW WITH SCREEN SHOTS

### Handout 4G

#### **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

## NIHSeniorHealth FAQs and Site Index

**1** You went to the **NIHSeniorHealth** website at [www.nihseniorhealth.gov](http://www.nihseniorhealth.gov).

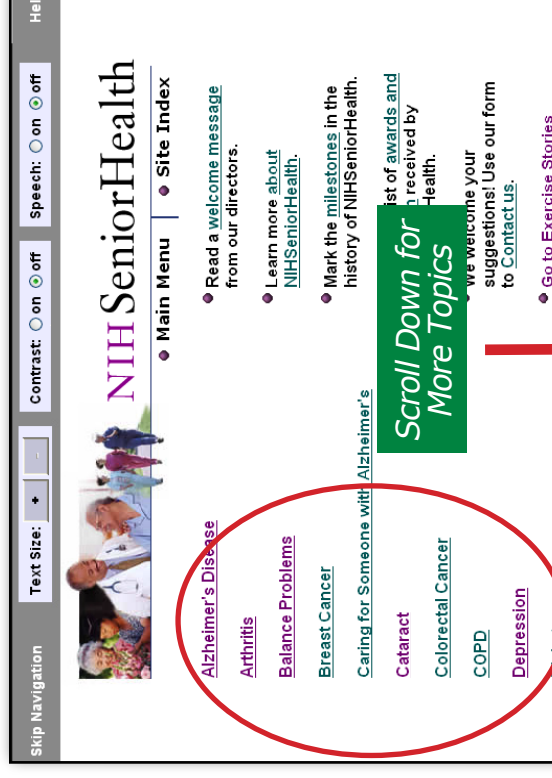
You learned to enter the **NIHSeniorHealth** website from the **Home Page** by clicking on [Click to Begin](#).

Screen Shot 1: Home Page



**2** You recalled how to find and select health topics from the **Main Menu** by clicking on the name of a disease or condition.

Screen Shot 2: Main Menu



### Your Question(s)

Module 4 – Screen Shots: *NIHSeniorHealth FAQs and Site Index*  
Go to [www.nihseniorhealth.gov](http://www.nihseniorhealth.gov)  
This course for older adults was developed by the National Institute on Aging.

## LESSON REVIEW

## NIHSeniorHealth FAQs and Site Index

### 3

*Optional Activity* – You recalled how to use the **Special Features**, located at the top of each page.

- To make the **text larger**, click once or more on the plus sign. To make it smaller, click once or more on the minus sign.
- To increase the **color contrast**, click "On". To return to the normal color, click "Off".
- To **hear the text** read aloud, click "On". To return to silent mode, click "Off".

Screen Shot 3: **Special Features**



### Your Question(s)

## LESSON REVIEW

## NIHSeniorHealth FAQs and Site Index

4

Clicking on a health topic took you to the **Table of Contents** for that topic. On the **Table of Contents**, you learned how to find and click on [Frequently Asked Questions](#).

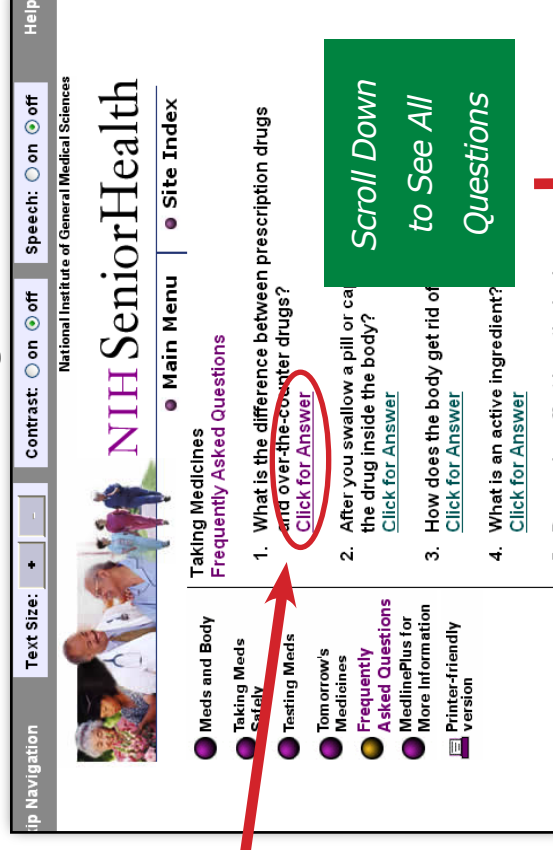
5

You learned how to scroll down the list of **Frequently Asked Questions** (or FAQs) to see all of the questions. To find an answer to a question, you clicked on [Click for Answer](#).

Screen Shot 4: **Table of Contents**



Screen Shot 5: **List of FAQs**



**Your Question(s)** \_\_\_\_\_

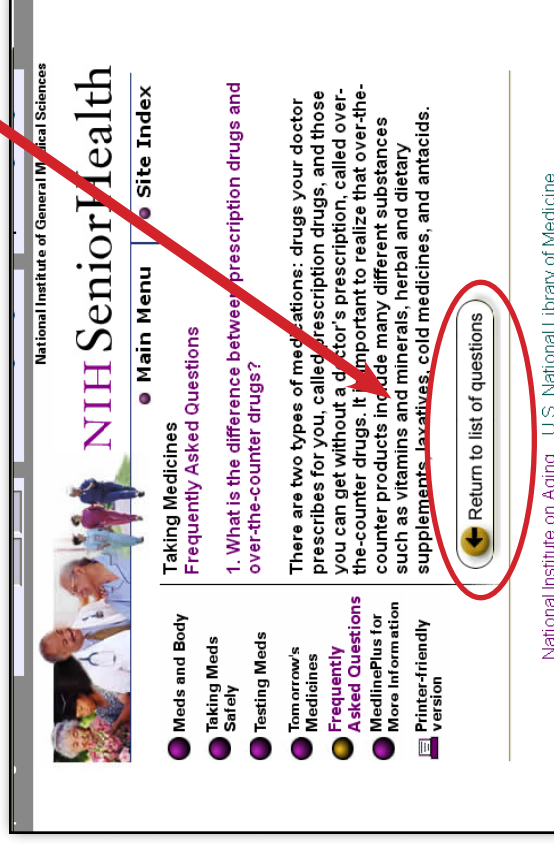


## LESSON REVIEW

## NIHSeniorHealth FAQs and Site Index

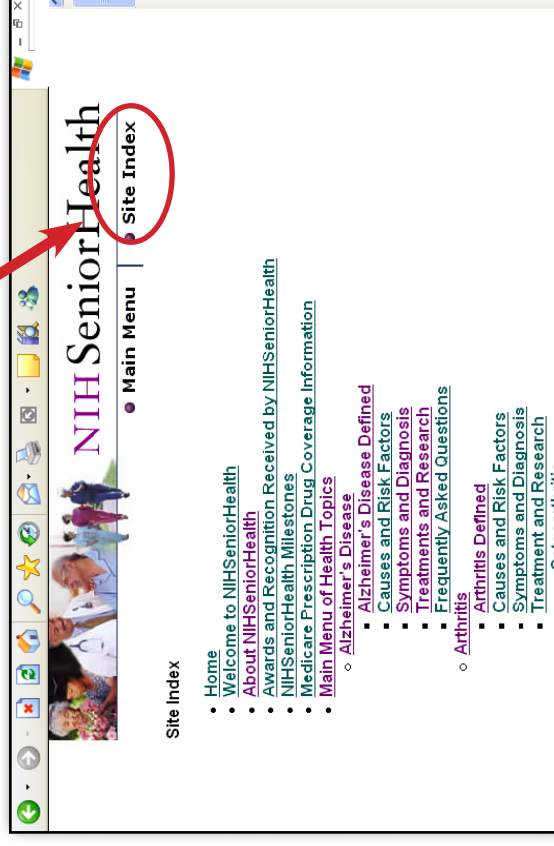
**6** After reading an answer, you learned how to return to the list of **Frequently Asked Questions** by clicking on [Return to list of questions](#).

Screen Shot 6: **FAQ Answer Page**



**7** You learned how to go the **Site Index** by clicking on the **Site Index** button located at the top of each page. You can find health topics and other information on the **Site Index**.

Screen Shot 7: **Site Index**



## Your Question(s)

Module 4 – Screen Shots: *NIHSeniorHealth FAQs and Site Index*  
Go to [www.nihseniorhealth.gov](http://www.nihseniorhealth.gov)  
This course for older adults was developed by the National Institute on Aging.