Helping Older Adults Search for Health Information Online

A Toolkit for Trainers

from the National Institute on Aging

WELCOME TO MODULE 8:
MedlinePlus News, Doctors, and Hospitals

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

MedlinePlus News, Doctors, and Hospitals
INTRODUCTION

MODULE 8: MedlinePlus News, Doctors, and Hospitals

LESSON OVERVIEW

Lesson Goals

In this lesson, students will:

1. Recall the main features of the **MedlinePlus Home Page**.

2. Learn how to find news stories about health in the **News** section.

3. Learn how to find information about doctors, dentists, and hospitals in the **Directories** section.

4. Find answers to health questions of personal interest.

Lesson Materials

In this lesson, students will need:

• **Handout 8A:** *Lesson Goals*

• **Handout 8B:** *Glossary**

• **Handout 8C:** *News Stories*

• **Handout 8D:** *Search for a News Story*

• **Handout 8E:** *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, 10 minutes with an optional stopping point at 65 minutes.

Module 8 – Introduction: *MedlinePlus News, Doctors, and Hospitals*
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To download Toolkit materials, go to www.nihseniorhealth.gov/toolkit

3

MODULE 8: MedlinePlus News, Doctors, and Hospitals

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 8: MedlinePlus News, Doctors, and Hospitals – 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.nihseniorheatlh.gov/toolkit.

Module 8 – Introduction: *MedlinePlus News, Doctors, and Hospitals*
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4

MODULE 8: MedlinePlus News, Doctors, and Hospitals

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 8 – Introduction: *MedlinePlus News, Doctors, and Hospitals*
Go to **www.medlineplus.gov**
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5

MODULE 8: MedlinePlus News, Doctors, and Hospitals

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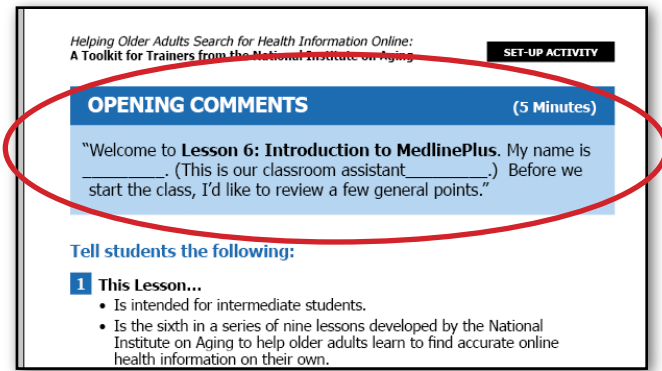
This approach is useful in maintaining lesson focus and keeping trainers and students on track. It also makes the lesson plan easy to use.

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 8 – Introduction: *MedlinePlus News, Doctors, and Hospitals*
Go to **www.medlineplus.gov**
To download Toolkit materials, go to www.nihseniorhealth.gov/toolkit

6

MODULE 8: MedlinePlus News, Doctors, and Hospitals

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.

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7

MedlinePlus News, Doctors, and Hospitals
LESSON PLAN

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A Toolkit for Trainers from the National Institute on Aging

SET-UP ACTIVITY

OPENING COMMENTS   (5 Minutes)

"Welcome to **Lesson 8: MedlinePlus: MedlinePlus News, Doctors, and Hospitals**. 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 eighth 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.

Module 8 – Lesson Plan: *MedlinePlus News, Doctors, and Hospitals*
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9

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A Toolkit for Trainers from the National Institute on Aging

`SET-UP ACTIVITY`

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.

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10

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A Toolkit for Trainers from the National Institute on Aging

SET-UP 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.

Module 8 – Lesson Plan: *MedlinePlus News, Doctors, and Hospitals*   **11**
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Helping Older Adults Search for Health Information Online:
A Toolkit for Trainers from the National Institute on Aging

SET-UP ACTIVITY

TAKE-HOME ASSIGNMENT (5 Minutes)

"Let's go over the homework assignment from the last lesson."

1 Restate the take-home assignment from Module 7.
  - Finding information on a drug, supplement, or medical test of their choice on **MedlinePlus**.

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 **MedlinePlus** 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.

Module 8 – Lesson Plan: *MedlinePlus News, Doctors, and Hospitals*
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12

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A Toolkit for Trainers from the National Institute on Aging

SET-UP ACTIVITY

LESSON GOALS   (2 Minutes)

"This lesson will introduce you to the sections of **MedlinePlus** where you can find news articles about health and locate information about doctors, dentists, and hospitals. **MedlinePlus** is a website sponsored by the National Library of Medicine at the U.S. National Institutes of Health."

Pass out Handout 8A: 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.

Module 8 – Lesson Plan: *MedlinePlus News, Doctors, and Hospitals*   **13**
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Helping Older Adults Search for Health Information Online:
A Toolkit for Trainers from the National Institute on Aging

SET-UP ACTIVITY

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 8B: 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 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 **button**
3 **drop down list ***
4 **link (or hyperlink)**
5 **menu**
6 **scroll**
7 **scroll bar**
8 **search box**
9 **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.

Module 8 – Lesson Plan: *MedlinePlus News, Doctors, and Hospitals*   **14**
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A Toolkit for Trainers from the National Institute on Aging

SET-UP ACTIVITY

THINKING ABOUT MEDICAL ISSUES   (8 Minutes)

"Before we look at the website, I'd like to have you jot down some information."

Pass out Handout 8C: News Stories.

1 Ask students to complete the handout.

2 Ask students to briefly discuss their responses with their neighbor. Or, have them share them with the class.

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

TIME CHECK   **30 minutes elapsed; about 1 hour, 40 minutes left.**

Module 8 – Lesson Plan: *MedlinePlus News, Doctors, and Hospitals*   **15**
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Helping Older Adults Search for Health Information Online:
A Toolkit for Trainers from the National Institute on Aging

`CORE ACTIVITY`

REVIEW OF THE HOME PAGE   (3 Minutes)

"We are going to start with **Goal 1** – a review of the main features of the **Home Page** for **MedlinePlus**.

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 Make sure students' screens are set to **MedlinePlus** at www.medlineplus.gov.

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

TIME CHECK   **30 minutes elapsed; about 1 hour, 30 minutes left.**

Module 8 – Lesson Plan: *MedlinePlus News, Doctors, and Hospitals*
Go to **www.medlineplus.gov**
To download Toolkit materials, go to www.nihseniorhealth.gov/toolkit

16

Helping Older Adults Search for Health Information Online:
A Toolkit for Trainers from the National Institute on Aging

CORE ACTIVITY

FINDING NEWS STORIES BY DATE　　　　(5 Minutes)

"Now we'll move to **Goal 2** – learning how to find news stories about health on **MedlinePlus**."

1 Demonstrate as students navigate with you. Point out the most recent news stories in the center of the **Home Page** under **Current Health News**. Click on one of the stories and briefly read, or have a student read, the first two paragraphs. Return to the **Home Page** by clicking Home or the back button.

2 Click on News on the left menu. Tell students they can use this page to find news stories by **date** or by **topic**.

3 Ask students to watch as you navigate. Show students **one way** to get to news stories by date:

First Pathway:

- Click on an individual day within a month.
- Then click on a new story of your choice that appears under that date.
- Return to the **News** page by clicking News at the top of the page.

OR

Second Pathway:

- Scroll down until you see the date you want.
- Then click on a news story of your choice that appears under that date.
- Return to the **News** page by clicking News at the top of the page

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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.

Module 8 – Lesson Plan: *MedlinePlus News, Doctors, and Hospitals*
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17

Helping Older Adults Search for Health Information Online:
A Toolkit for Trainers from the National Institute on Aging

CORE ACTIVITY

FINDING NEWS STORIES
BY DATE (contd.)   (5 Minutes)

"Now, I'd like you to give you an opportunity to find a news story using a date."

1 Repeat the demonstration, this time asking students to navigate along with you at their computers. Give them time to scan the story you select.

2 After students have scanned the story, show them how to return to the **News** page.

3 If the news story opens in a window, you may need to show students how to exit (close) the window.

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.

Module 8 – Lesson Plan: *MedlinePlus News, Doctors, and Hospitals*   **18**
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Helping Older Adults Search for Health Information Online:
A Toolkit for Trainers from the National Institute on Aging

REINFORCEMENT ACTIVITY

FINDING NEWS STORIES BY HEALTH TOPIC
(5 Minutes)

"We have seen how to find news articles by date. Now, let's find news articles by topic."

1 Demonstrate for students how to find news stories by health topic.

2 Select a health topic to search, such as high blood pressure. Scroll to the top of the **News** page and click on health news by topic. Tell students they can find news stories listed in alphabetical order by topic on this page.

3 Show students how to locate news stories on your selected topic by:
- Clicking on the first letter of the health topic.
- Scrolling down until you find the heading for your topic.
- Clicking on a news story under that heading.

4 Repeat the demonstration, this time asking students to navigate along with you at their computer. Give them time to scan the news story you selected.

5 After students have scanned the story, show them how to return to the **Home Page**.

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

Module 8 – Lesson Plan: *MedlinePlus News, Doctors, and Hospitals*
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19

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A Toolkit for Trainers from the National Institute on Aging

REINFORCEMENT ACTIVITY

SUMMARIZING   (5 Minutes)

"Now, let's take a look at the **Lesson Goals** to see what we have learned so far."

1 Demonstrate and summarize the learning objectives for **Goals 1** and **2**:

- Recalling the features of the **Home Page**
- Finding a news story by date
- Finding a news story by category

2 Ask students if they have any questions.

Refer to Handout 8A: Lesson Goals.

3 Ask 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.

OPTIONAL STOPPING POINT   **1 hour, 5 minutes elapsed; 1 hour, 5 minutes left.**

(If you stop here, you may wish to use the following activity as a take-home assignment. Be sure to prepare students for the activity. You may teach the remaining material in the next lesson.)

Module 8 – Lesson Plan: *MedlinePlus News, Doctors, and Hospitals*
Go to **www.medlineplus.gov**
To download Toolkit materials, go to www.nihseniorhealth.gov/toolkit

20

Helping Older Adults Search for Health Information Online:
A Toolkit for Trainers from the National Institute on Aging

PRACTICE ACTIVITY

INDEPENDENT PRACTICE ACTIVITY   (10 Minutes)

"Now, you'll have an opportunity to practice finding information about the news story that you expressed interest in at the beginning of class."

1 Make sure students' screens are on the **Home Pag**e.

Refer to Handout 8D: Search for A News Story.

2 Read the steps on **Handout 8D** to the class to familiarize them with the activity.

3 Do step #1 together: have students recall the news story they wrote down on **Handout 8C** at the beginning of the class and write it in the space provided. Ask students to complete the rest of the activity independently.

4 Once students have completed the activity, ask them to share the story they researched and what they found.

5 Also ask them what was easy and what may have been more difficult about their search, and clear up any questions they may have.

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

Module 8 – Lesson Plan: *MedlinePlus News, Doctors, and Hospitals*
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To download Toolkit materials, go to www.nihseniorhealth.gov/toolkit

21

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A Toolkit for Trainers from the National Institute on Aging

CORE ACTIVITY

FINDING A DOCTOR OR DENTIST USING DIRECTORIES

(5 Minutes)

"Now, we will move to **Goal 3** – learning how to find information about doctors, dentists, and hospitals.

Let's take a look at the **Directories** section, a place on **MedlinePlus** where you can find this type of information."

1 Demonstrate for students. From the **Home Page**, click on Directories and read aloud the paragraph describing the information provided. Scroll down the page, pointing out the various categories under **Directories**.

2 Click on Doctors and Dentists – General and show students how to locate information about a doctor or dentist on the website you pre-selected. In your demonstration, use the name of an actual doctor or dentist.

3 Return to the **Directories** page. You may need to remind students how to exit (or close) the window of the website you opened.

Before class, remember to...

• Select a website under the **Doctors and Dentists – General** section, and input the name of an actual doctor or dentist.
• Perform the search for the doctor or dentist **before** teaching the class to make sure you know how the search will work.
• Select a website that does not require too many inputs from students.

Module 8 – Lesson Plan: *MedlinePlus News, Doctors, and Hospitals* **22**
Go to **www.medlineplus.gov**
To download Toolkit materials, go to www.nihseniorhealth.gov/toolkit

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A Toolkit for Trainers from the National Institute on Aging

CORE ACTIVITY

FINDING A DOCTOR OR DENTIST USING DIRECTORIES (contd.)   (10 Minutes)

"Now I'd like you to do the search along with me."

1 Ask students to return to the **Home Page**.

2 Repeat the demonstration leading to the same doctor or dentist. Ask students to navigate along with you at their computer.

3 You may need to assist students with any drop down boxes they find.

4 If the website opens in a window, you may need to show students how to exit (close) the window.

5 When they have finished, ask students to return to the **Home Page**.

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.

Module 8 – Lesson Plan: *MedlinePlus News, Doctors, and Hospitals*
Go to **www.medlineplus.gov**
To download Toolkit materials, go to www.nihseniorhealth.gov/toolkit

23

Helping Older Adults Search for Health Information Online:
A Toolkit for Trainers from the National Institute on Aging

CORE ACTIVITY

FINDING A HOSPITAL USING DIRECTORIES

(3 Minutes)

"Let's take another look at the **Directories** section. This time we will look for information about hospitals."

1 Demonstrate for students. From the **Home Page**, click on **Directories**. Click on Hospitals and Clinics-General and show students how to locate information about a hospital on the website you selected. In your demonstration, use the name of an actual hospital.

2 Return to the main **Directories** page.

Before class, remember to...

- Select a website under the **Hospitals and Clinics – General** section, and search for information about an actual hospital.
- Perform the search **before** teaching the class to make sure you know how the search will work.
- Select a website that does not require too many inputs from students.

TIME CHECK

Module 8 – Lesson Plan: *MedlinePlus News, Doctors, and Hospitals*
Go to **www.medlineplus.gov**
To download Toolkit materials, go to www.nihseniorhealth.gov/toolkit

24

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A Toolkit for Trainers from the National Institute on Aging

CORE ACTIVITY

FINDING A HOSPITAL USING DIRECTORIES (contd.) (5 Minutes)

"Now try searching for a hospital along with me."

1 Ask students to return to the **Home Page**.

2 Repeat the demonstration leading to the same hospital. This time, ask students to navigate along with you at their computers.

3 You may need to assist students with any drop down boxes they find.

4 If the website opens in a window, you may need to show students how to exit (close) the window.

5 When they have finished, ask students to return to the **Home Page**.

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.

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25

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A Toolkit for Trainers from the National Institute on Aging

PRACTICE ACTIVITY

INDEPENDENT PRACTICE ACTIVITY   **(10 Minutes)**

"Now, you'll have an opportunity to practice finding information on your own using the **Directories**."

1 Ask students to use the **Directories** to find information about a doctor, dentist, or hospital using one of the websites you just visited together.

2 Ask students to write down one piece of information they find, and ask them to share it with their neighbor or with the class.

3 Also ask what was easy and what may have been more difficult about the exercise. Clear up any questions students may have.

Teaching Tip

- This activity may be challenging for intermediate students, and since they will not have a handout to guide them, you may want to give them extra time to complete it, or have them work in pairs.

Module 8 – Lesson Plan: *MedlinePlus News, Doctors, and Hospitals*
Go to **www.medlineplus.gov**
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26

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A Toolkit for Trainers from the National Institute on Aging

REINFORCEMENT ACTIVITY

SUMMARIZING   (5 Minutes)

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

1 Demonstrate and summarize and the following learning objectives for **Goal 3**:
- Finding the **Directories** page
- Finding information about a doctor or dentist
- Finding information about a hospital

2 Ask students if they have any questions.

Refer to Handout 8A: Lesson Goals.

3 Ask students to check off **Goal 3** 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.

Module 8 – Lesson Plan: *MedlinePlus News, Doctors, and Hospitals*
Go to **www.medlineplus.gov**
To download Toolkit materials, go to www.nihseniorhealth.gov/toolkit

27

Helping Older Adults Search for Health Information Online:
A Toolkit for Trainers from the National Institute on Aging

REINFORCEMENT ACTIVITY

CHECKING FOR UNDERSTANDING-NEWS (5 Minutes)

"Let's do some final exercises that bring together the skills we have learned today."

1 Choose a health issue (i.e., falls) and have students lead **you** to a news story about that issue.

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 a news story?"
(Answer: Click on News *on the left)*

B. "Where do I click to find news about a specific topic?"
(Answer: Click on health news by topic*.)*

C. "Where do I click to find a news story about falls?"
(Answer: Using the alphabet, click on F*.)*

D. "Where do I click on this page?"
(Answer: Click on any news story under the category of Falls.)

3 Once you have located the story, return to the **Home Page**.

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.

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28

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REINFORCEMENT ACTIVITY

CHECKING FOR UNDERSTANDING – DIRECTORIES

(5 Minutes)

"Let's continue with another exercise that brings together the skills we have learned today."

1 Using your computer projector, choose a link under **Doctors and Dentists - General** or **Doctors and Dentists - Specialists**.

2 Ask a student to suggest the name of an actual doctor or dentist. Demonstrate for the class how to locate information about that person. Ask students to navigate along with you at their computers.

3 Address any final questions students may have.

Module 8 – Lesson Plan: *MedlinePlus News, Doctors, and Hospitals*
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29

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REINFORCEMENT ACTIVITY

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 news stories about health
3 How to find information about doctors and dentists
4 How to find information about hospitals

You've 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 8F: 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.

Module 8 – Lesson Plan: *MedlinePlus News, Doctors, and Hospitals*
Go to **www.medlineplus.gov**
To download Toolkit materials, go to www.nihseniorhealth.gov/toolkit

30

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REINFORCEMENT ACTIVITY

WRAPPING UP (contd.)   (5 Minutes)

"The **MedlinePlus** website has many more features. Check under the **Other Resources** section on your own to find out more.

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 find a recent news story about a disease or condition of their choice and bring back one piece of important information about it. Tell them to be sure to write down the source of the story and the date.

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 8

Module 8 – Lesson Plan: *MedlinePlus News, Doctors, and Hospitals*   **31**
Go to **www.medlineplus.gov**
To download Toolkit materials, go to www.nihseniorhealth.gov/toolkit

MedlinePlus News, Doctors, and Hospitals
HANDOUTS

HANDOUT 8A: Lesson Goals

During this lesson, you will:

_____ **1** Recall the main features of the **MedlinePlus Home Page**.

_____ **2** Learn how to find news stories about health in the **News** section.

_____ **3** Learn how to find information about doctors, dentists, and hospitals in the **Directories** section.

_____ **4** Find answers to health questions of personal interest.

Module 8 – Handouts: *MedlinePlus News, Doctors, and Hospitals*
Go to **www.medlineplus.gov**
This course for older adults was developed by the National Institute on Aging.

H-1

HANDOUT 8B: 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.)
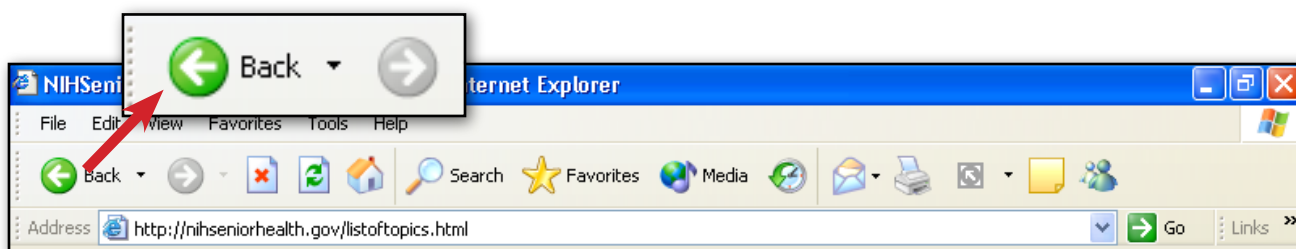
2 **Button**

Small box that looks like it's being depressed when you select it. Buttons can turn on (and turn off) many types of functions on the Internet.

Module 8 – Handouts: *MedlinePlus News, Doctors, and Hospitals* **H-2**
Go to **www.medlineplus.gov**
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HANDOUT 8B: Glossary

3 **Drop Down List**

A list of items from which you can make selections.

A. When you first see a box containing a drop down list, the box will be empty or may display only a single item.

B. To see a list of choices, left click on the arrow in the box and hold. The list of choices will display above or below the box.

C. Keeping your left index finger pressed on the mouse, move the cursor to the desired choice (In this case, a quantity of 3 booklets).

D. Release your left index finger from the mouse, and your selection will appear in the box. The full list of choices will disappear.
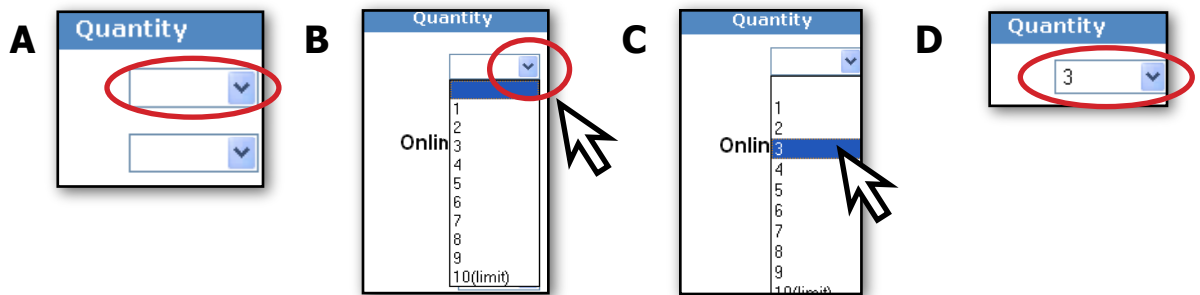
4 **Link (or hyperlink)**

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.

Module 8 – Handouts: *MedlinePlus News, Doctors, and Hospitals*
Go to **www.medlineplus.gov**
This course for older adults was developed by the National Institute on Aging.

H-3
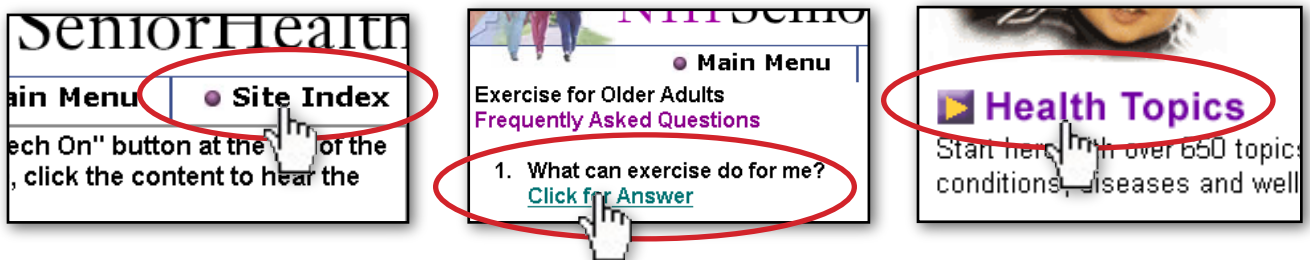
HANDOUT 8B: Glossary

5 **Menu**

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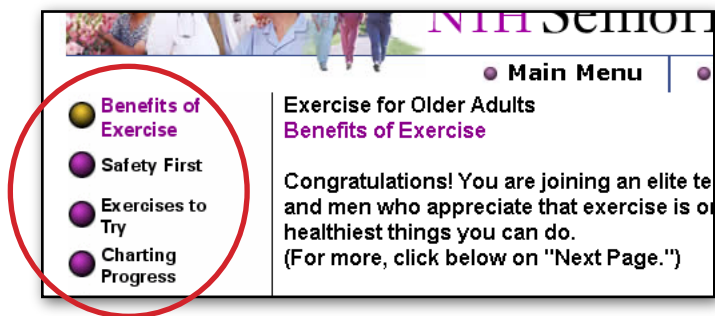
6 **Scroll**

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

Module 8 – Handouts: *MedlinePlus News, Doctors, and Hospitals*   **H-4**
Go to **www.medlineplus.gov**
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HANDOUT 8B: Glossary

7 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.
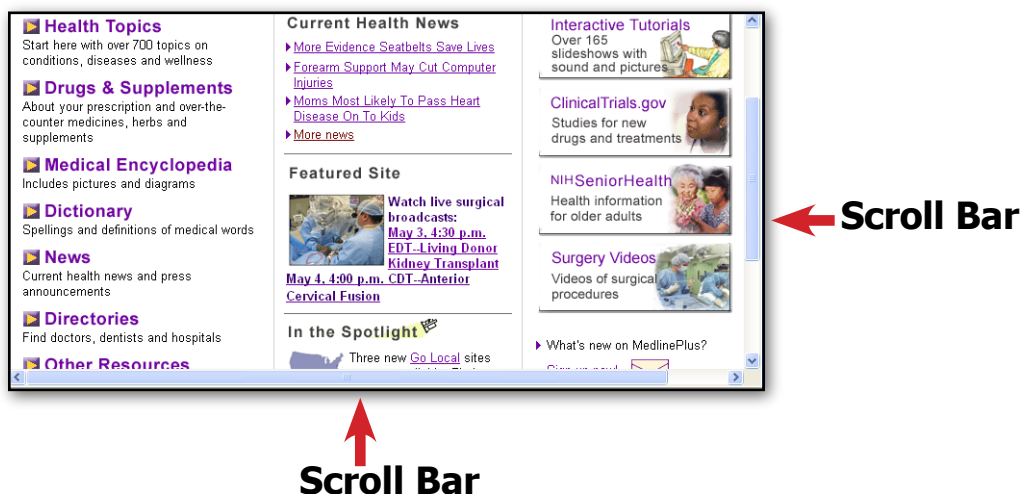
8 Search Box

A small rectangular blank space on a web page where you can type in a word or phrase to look for. 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.

Module 8 – Handouts: *MedlinePlus News, Doctors, and Hospitals* **H-5**
Go to **www.medlineplus.gov**
This course for older adults was developed by the National Institute on Aging.

HANDOUT 8B: Glossary

9 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.

Module 8 – Handouts: *MedlinePlus News, Doctors, and Hospitals*
Go to **www.medlineplus.gov**
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H-6
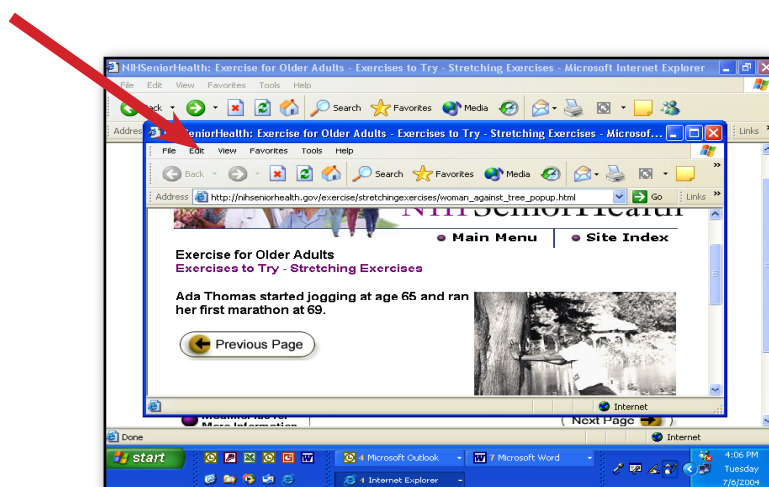
HANDOUT 8C: News Stories

1 There are health stories in the news everyday. Name one recent health story you would like to know more about.

_____

2 What specifically would you like to know about this story?

_____

_____

_____

_____

Module 8 – Handouts: *MedlinePlus News, Doctors, and Hospitals*
Go to **www.medlineplus.gov**
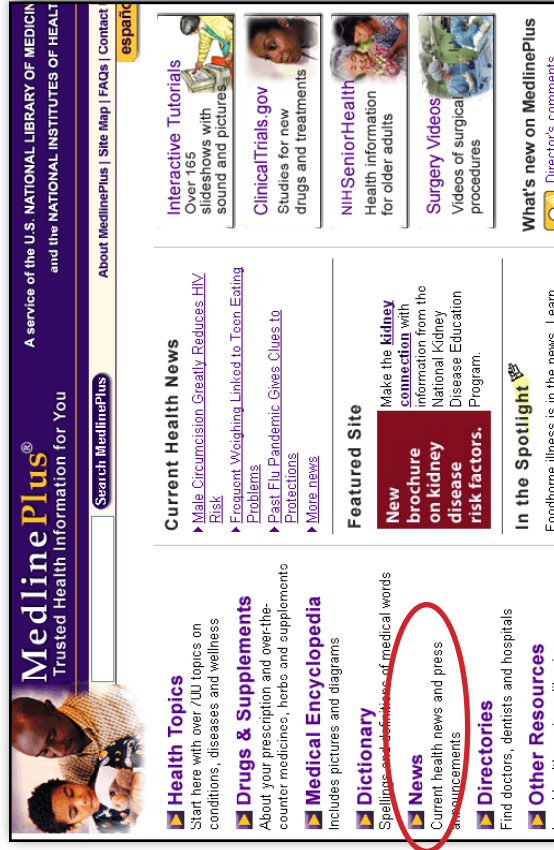This course for older adults was developed by the National Institute on Aging.

H-7

HANDOUT 8D: Search for a News Story

1 Look at **Handout 8C** to recall the health story you wanted more information about. Write it here.

_____

2 From the **Home Page**, on the left menu, click on News.

3 Click on health news by topic.

4 In the alphabet, click on the first letter of the news topic you are interested in (i.e., "B" for bird flu).

5 You should now be on a page where all of the titles begin with the letter of the alphabet that you just selected.

6 Scroll down until you find the title for your topic.

7 Scan the articles under that topic.

8 Click on an article that looks interesting to you and read it.

9 Jot down **one** piece of information you find important.

_____

_____

10 Exit the article using the back button or, if you are reading the article on another website, click on the **X** in the upper right-hand corner of the **inside** window.

11 Scroll back up to the top of the page.

12 Click on the Home button at the top of the page to return to the **Home Page**.

Module 8 – Handouts: *MedlinePlus News, Doctors, and Hospitals*   **H-8**
Go to **www.medlineplus.gov**
This course for older adults was developed by the National Institute on Aging.

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

MedlinePlus News, Doctors, and Hospitals
LESSON REVIEW WITH SCREEN SHOTS
Handout 8E

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.

Searching for Health Information Online: An Internet Course for Older Adults

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 you could find the latest news stories in the center of the **Home Page** under **Current Health News.**

Screen Shot 2: **Current News Stories**

Your Question(s)

LESSON REVIEW   MedlinePlus News, Doctors, and Hospitals

3 You learned that you could find many more news stories about health information by clicking on **News**.

Screen Shot 3: **Link to News Page**

4 You learned that clicking on **News** on the **Home Page** would take you to this page, where you could search for stories by health topic or by date.

Screen Shot 4: **Top of News Page**
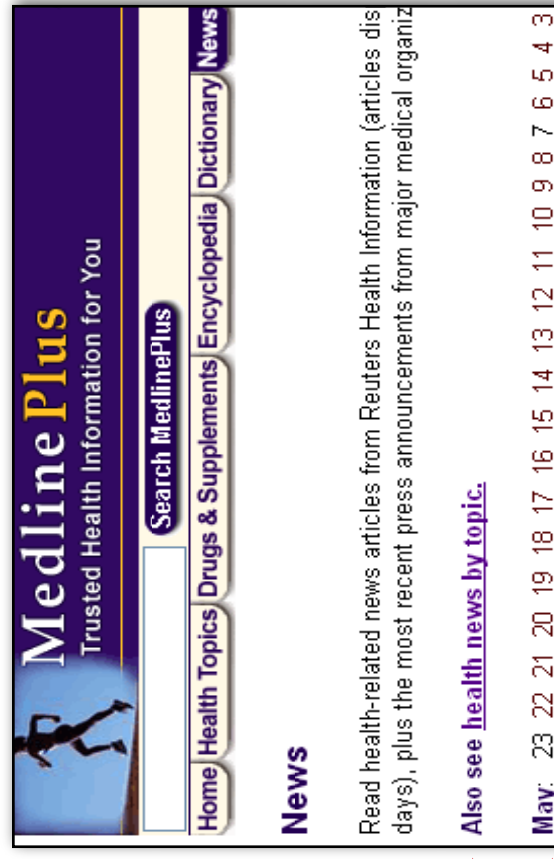
Your Question(s)

Module 8 – Screen Shots: *MedlinePlus News, Doctors, and Hospitals*
Go to **www.medlineplus.gov**
This course for older adults was developed by the National Institute on Aging.

LESSON REVIEW

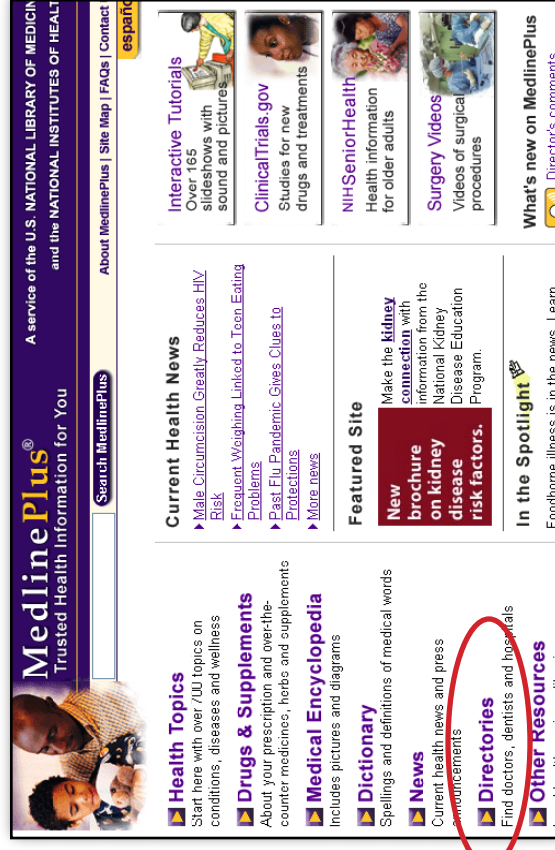## MedlinePlus News, Doctors, and Hospitals

5 Clicking on a date takes you to a page with a list of news stories by date.

6 Clicking on news by health topic takes you to a page with an alphabet. Click on the first letter of the health topic that interests you.

Screen Shot 5: **News Stories by Date**

Friday, December 8:   Return to top
- A Year of Major Advances in Cancer Cited (HealthDay)
- Coated Stents Should Stay on Market, U.S. Advisers Say (HealthDay)
- Don't Blame Racket for Tennis Elbow (HealthDay)
- FDA Investigates E. Coli O157 Cases Associated with Taco Bell Restaurants (Food and Drug Administration)
- HIV-Infected Intestinal Immune Cells Never Rebound (HealthDay)
- Huntington's Disease Linked to High Brain Cholesterol (HealthDay)
- Infant Car Seats Might Pose Breathing Risks (HealthDay)
- Officials Still Search for Source of Taco Bell E. Coli Outbreak (HealthDay)
- Patients in Trials Often Forget Risks (HealthDay)
- Restricting Calories Boosts the Immune System (HealthDay)
- Some Women Prone to Repeat Placental Infections (HealthDay)

Thursday, December 7:   Return to top
- Another California-Grown Link Seen in E. Coli Outbreak (HealthDay)
- Autism Linked to Brain's 'Fear Center' (HealthDay)
- Drug-Coated Stents Don't Boost Death Risk, U.S. Advisers Say (HealthDay)
- High Protein Diets May Boost Cancer Risk (HealthDay)
- Hormonal Contraception Does Not Appear to Increase HIV Risk (National Institute of Child Health and Human Development)
- Hospitals Continue to Implement Palliative Care Programs (HealthDay)
- Infectious Disease Researchers Develop Basis for Experimental Melanoma Treatment (National Institute of Allergy a Infectious Diseases)
- NSAID Use May Hinder Vaccine Effectiveness (HealthDay)
- Parents Key to Protecting Teen Drivers (HealthDay)
- Reduced Smoking May Lead to Unexpected Quitting (HealthDay)

Internet

Screen Shot 6: **News Stories by Topic**

Medline Plus
Trusted Health Information for You

A service of the U.S. NATIONAL LIBRARY OF MEDICINE
and the NATIONAL INSTITUTES OF HEALTH

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News by Health Topic

Read health-related news articles from Reuters Health Information (articles display for 30 days) and HealthDay (articles display for 90 days), plus the most recent press announcements from major medical organizations.

News on a topic beginning with: A B C D E F G H I J K L M N O P Q R S T U V W XYZ

A

Acupuncture
- Acupuncture Alone Won't Ease Depression for Most (12/26/2006, Reuters Health)
- Osteoarthritis May Respond to Acupuncture (12/19/2006, Reuters Health)
- Also see MedlinePlus Acupuncture

Advance Directives
- Implanted Heart Devices Should Be Recycled After Death, Researchers Say (11/12/2006, HealthDay)
- Also see MedlinePlus Advance Directives

African-American Health
- Many Hispanics Shun Help for Alcohol Abuse (01/05/2007, HealthDay)
- Pregnancy Deaths More Common in Black Women (12/29/2006, Reuters Health)
- Low-Income Preschoolers Prone to Obesity (12/28/2006, HealthDay)

Your Question(s)

Module 8 – Screen Shots: *MedlinePlus News, Doctors, and Hospitals*
Go to **www.medlineplus.gov**
This course for older adults was developed by the National Institute on Aging.

S-3

LESSON REVIEW   MedlinePlus News, Doctors, and Hospitals

7 You will come to a page with topics that start with the alphabet letter you clicked on. Scroll down to find your health topic.

8 To locate information about a doctor, dentist, or hospital, click on **Directories** on the **Home Page.**

Screen Shot 7: **Topics Starting with "A"**

Scroll Down

Screen Shot 8: **Link to Directories**

Your Question(s)

Module 8 – Screen Shots: *MedlinePlus News, Doctors, and Hospitals*
Go to **www.medlineplus.gov**
This course for older adults was developed by the National Institute on Aging.

S-4

LESSON REVIEW

MedlinePlus News, Doctors, and Hospitals

9 On the **Directories** page, you can click on links under **Doctors and Dentists** or **Hospitals and Clinics.**

10 You will need to type in or select information in several boxes to find the doctor, dentist, or hospital you are searching for. (See **Drop down list** in Handout 8B.)

Screen Shot 9: Directories Page

Doctors and Dentists--General

• AMA Physician Select: Online Doctor Finder (American Medical Association)
• DocFinder (Administrators in Medicine)
• Find a Dentist (Academy of General Dentistry)
• Find a Dentist: ADA Member Directory (American Dental Association)
• Medicare Participating Physician Directory (Centers for Medicare & Medicaid Services)

Hospitals and Clinics--General

• Find a Hospital (American Hospital Association) - Information on over 6,000 hospitals in the United States, including driving directions
• Hospital Compare (Centers for Medicare & Medicaid Services) - CMS database of Medicare participating hospitals comparing quality measures of Heart Attack (AMI), Heart Failure Care, and Pneumonia Care

Doctors and Dentists--Specialists

• AACE Physician Finder (American Association of Clinical Endocrinologists)
• ACOG's Physician Directory (American College of Obstetricians and Gynecologists)
• American Academy of Child and Adolescent Psychiatry Referral Directory (American Academy of Child and Adolescent Psychiatry)
• American Academy of Pediatrics Pediatrician Referral Service (American Academy of Pediatrics)

MedlinePlus
go Local
Select services and providers in your area.

Select Location ▾   GO
Select from map

Screen Shot 10: Search Page

Step 1a   Specify Search Criteria.

Last Name Search

Please Enter at least the first two characters of the last name of the physician that you are searching for and select a state to search in: (*The search will return exact matches only.*)

Last Name: JONES

State: District of Columbia ▾

* Note: CA, FL, NY, OH, TX have a large number of physicians. To make your search easier, we split these states in half geographically (e.g., Northern California & Southern California). If you are not sure which area you need to search, you can **view a list of counties** belonging to each area in these states.

Start a New Search

Step 2   What Specialty(s) are you looking for?

Your Question(s)