Speaking Up at the Doctor's Office

Moving from Pediatric to Adult Health Care

Lesson Plan

healthy transitions

HealthyTransitionsNY.org

Learning Objectives:

- Develop confidence about speaking up at the doctor's office
- Be able to introduce yourself to a doctor or nurse
- Describe your communication style to a doctor or nurse
- List your strengths and challenges
- Name your disability and describe the impact it has on you
- Know how to ask your health care team for help
- Share your health summary with your health care team

You Will Need:

- ❑ Lab coat (optional, for role play)
- ❑ Stethoscope (optional, for role play)
- ❑ Health summary or Information card (print the blank form at end of this unit)
- ❑ White board, blackboard, or poster for KWL chart & mind map
- ❑ Computer or DVD Player and Videos (download videos from www.HealthyTransitionsNY.org)

About the Healthy Transitions Lesson Plans

The Healthy Transitions lesson plans are designed for group sessions with an instructor and 5-15 young adults with developmental disabilities. Each module can be completed during an hour-long session that includes time for breaks and informal discussion. Units can be presented as a stand-alone activity, or as a 6-part curriculum. The goal is to foster self- determination and the active involvement of young adults with developmental disabilities in their own health care.

The lesson plans are organized around modeling and role-play for 6 key interactions relevant to successful navigation of the health care system:

Office Secretary	>	Scheduling an Appointment
Transportation Provider	>	Scheduling Transportation
Office Receptionist	>	Paperwork at the Sign in Desk
Physician or Nurse	>	Speaking up at the Doctor's Office
Pharmacist	>	Calling in a Prescription Refill
Service Coordinator	>	Setting Health Goals

The lesson plans focus on encounters with ***people*** in the health care system. This format was developed with input from young adults with developmental disabilities. Our focus groups revealed that young adults with developmental disabilities experience health care in terms of buildings (hospital, offices) and episodes (emergencies), rather than relationships and interactions. The Healthy Transitions lesson plans build skills that youths can use to partner more effectively with their health care team.

Modeling, role-play, and active participation are key components of each lesson plan. Lesson plans also include chant, rap and cheers to foster a positive learning environment. Each module begins with an informal assessment of the participants' strengths, knowledge, experiences, and learning styles. Skills can be developed across a wide range of individual ability levels by mixing and matching activities as appropriate for each group.

The Healthy Transitions lesson plans were developed by Patricia Slaski, MEd, a teacher with more than 33 years of experience in the field of special education. Pat is also the mother of an adult daughter, Darcy, who has multiple disabilities. The modules were designed with input from youths, parents, health care providers, service coordinators, and educators with funding support from the NYS Developmental Disabilities Planning Council, the NYS Department of Health, Burton Blatt Institute at Syracuse University, and the Golisano Children's Hospital at SUNY Upstate Medical University in Syracuse, New York. The Healthy Transitions project also features a ten-part series about health care transition for professionals and parents. Please visit us on the Internet at www.HealthyTransitionsNY.org for more information.

The suggested sequence of skill building activities is:

1. **KWL chart:** This chart is used at the beginning and at the end of each session. It summarizes current knowledge about a topic—what participants want to know—and, at the end of each session—what was learned.

2. **Video:** The group views several brief 2-3 minute video vignettes. These videos feature actors who are young adults with developmental disabilities demonstrating etiquette and skills relevant to various health related skills. The videos can be viewed and downloaded from www.HealthyTransitionsNY.org.

3. **Mind Map:** After viewing each video, a mind map is generated as a group activity to summarize concepts and ideas learned.

4. **Confidence meter:** This is an individual self-rating measure to create awareness about the participant's comfort, attitude, and familiarity with a specific health care interaction. The confidence meter is used before and after the role-play activity to track progress.

5. **Role-play:** Participants break into small groups for role-play practice. A sample form can be used as a script. Each participant can also customize a blank role-play template.

6. **Confidence meter:** The confidence meter is used after the role-play activity to track progress regarding comfort, attitude, and familiarity with a specific health care interaction.

7. **KWL chart:** This chart is used at the end of each session, to summarize what was learned. Items listed in the "What I Learned" column can be used on the certificate to document achievement at a wide range of individual ability levels.

8. **Rap, Chant, Group Energizer:** These activities are "group energizers" that can be used to engage participants at anytime during the lesson plan. These may be particularly relevant to auditory or tactile learners or participants who are unable to engage in structured role-play

9. **Certificate:** Items listed in the "What I Learned" column can be used on the certificate to document achievement at a wide range of individual ability levels. Self-score on the confidence meter is used to embellish the "seal" on the certificate of achievement for each module.

Note from Pat: *Please contact us at www.HealthyTransitionsNY.org if you have any questions or suggestions for improving the curriculum.*
We welcome feedback!

Sincerely,
Pat Slaski

Sample

KWL Chart

Topic: Speaking Up at the Doctor's Office

What I Know	What I Want to Know	What I Learned
Doctor and nurse want to know if something is wrong.	What do you say?	You can talk a little bit about yourself as a person
		You can tell the doctor or nurse if you need an interpreter or if you want to use your communication device to talk with them
		Know what your diagnosis is and how it affects you
		Keep a health summary
		Doctors and nurses want to know about you as a person, and how to help so that is why you should speak up.

How to use the KWL Chart: The first two columns are filled in at the beginning of a unit to find out what learners already know about a topic, and what they want to know. The last column is filled in at the end of a unit. It can be used to identify mastery of a topic at a wide range of individual skill and ability levels.

Video Guide:
Speaking Up at the Doctor's Office

In this vignette an adolescent meets with a peer counselor at a regional Independent Living Center. She relates that she rarely speaks up at the doctor's office. Her habit is to stay quiet until someone asks her a question. The peer counselor suggests that she practice speaking up.

1. **"Her habit is to be quiet . . . "**
   Many adolescents are anxious or shy at the doctor's office. However, as adolescents enter the adult health care system, it is essential that they know how to communicate effectively with their health care team. Ask participants whether they have ever initiated a discussion with their health care providers.

2. **"Speaking up is just another skill . . . "**
   The peer counselor points out that speaking up is a skill that can be developed. He suggests role play, and practice. Doctors and nurses can encourage skill development by talking directly to adolescent and young adult patients, and expecting their active participation at every health care visit. All too often physicians and nurses talk to parents or aides, rather than directly with the young adult patient (see "Role of Aides at Medical Appointments"). This sends a message that it is "OK" to be passive, further exacerbating the situation.

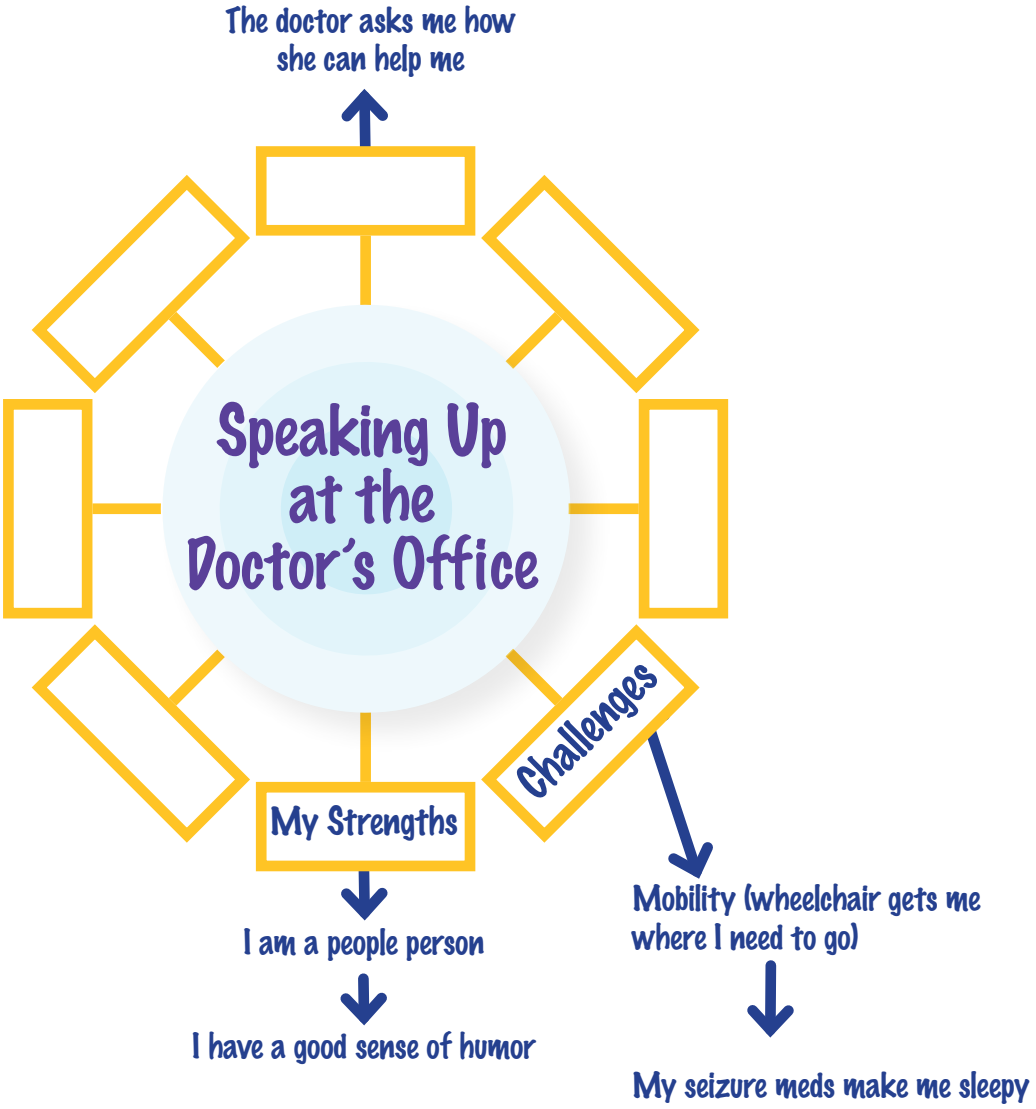
3. **"Become more independent."**
   The peer counselor points out that speaking up is a skill that is essential for becoming more independent. Discuss what it means to "speak up."

Questions for Group Discussion

- **Why is it important to speak up at the doctor's office?**
- **How can you learn to speak up if you are shy?**
- **Do you ever speak up at the doctor's office?**

Download this video by selecting the "VIDEOS" tab on our home page at www.HealthyTransitionsNY.org
To download a moderator guide for all of the videos, click the "SKILLS" tab.

Sample Mind Map



How to use the Mind Map

This chart can be used in individual or group settings to break down the information that was presented in the video vignette. Enter the video title in the center area and related topics in the surrounding boxes. Draw lines to make connections between related topics. Additional ideas may be added by drawing separate lines outward. Color and pictures may be used to enhance information. "Post-it" notes can also be used. These can be arranged by the group on a table or a white board.

Confidence Meter

How to use the Confidence Meter: Participants are asked to rate how confident they are about interacting with various health care professionals. The confidence meter focuses attention on their socials skills and language pragmatics. It can be used to generate discussion about the importance of active participation in one's own health care.

Role Play Example: Speaking Up at Doctor's Office

1. Take some time to think about yourself and your disability. What would you like your doctor to know?
2. Think about how you communicate best. What should your doctor know about your communication style?
3. Practice introducing yourself to a doctor. Get feedback from your partner. Reverse roles.

You Will Need:

- ❑ Pen
- ❑ Information card, Transition Information Form, HI Doc Medical Record or other health summary
- ❑ Lab coat (optional)
- ❑ Stethoscope (optional)

YOU

Hello, my name is: (say your name)
I am able to: (Describe your strengths)
I like to: (Describe your interests)
The best way to communicate with me is: (Explain your preferred communication method)

Doctor or Nurse

Very nice to meet you.
Please tell me what I need to know about your disability.

YOU

My disability is: (Give information about your diagnosis)

The impact is: (Describe how your disability affects you)

Doctor or Nurse

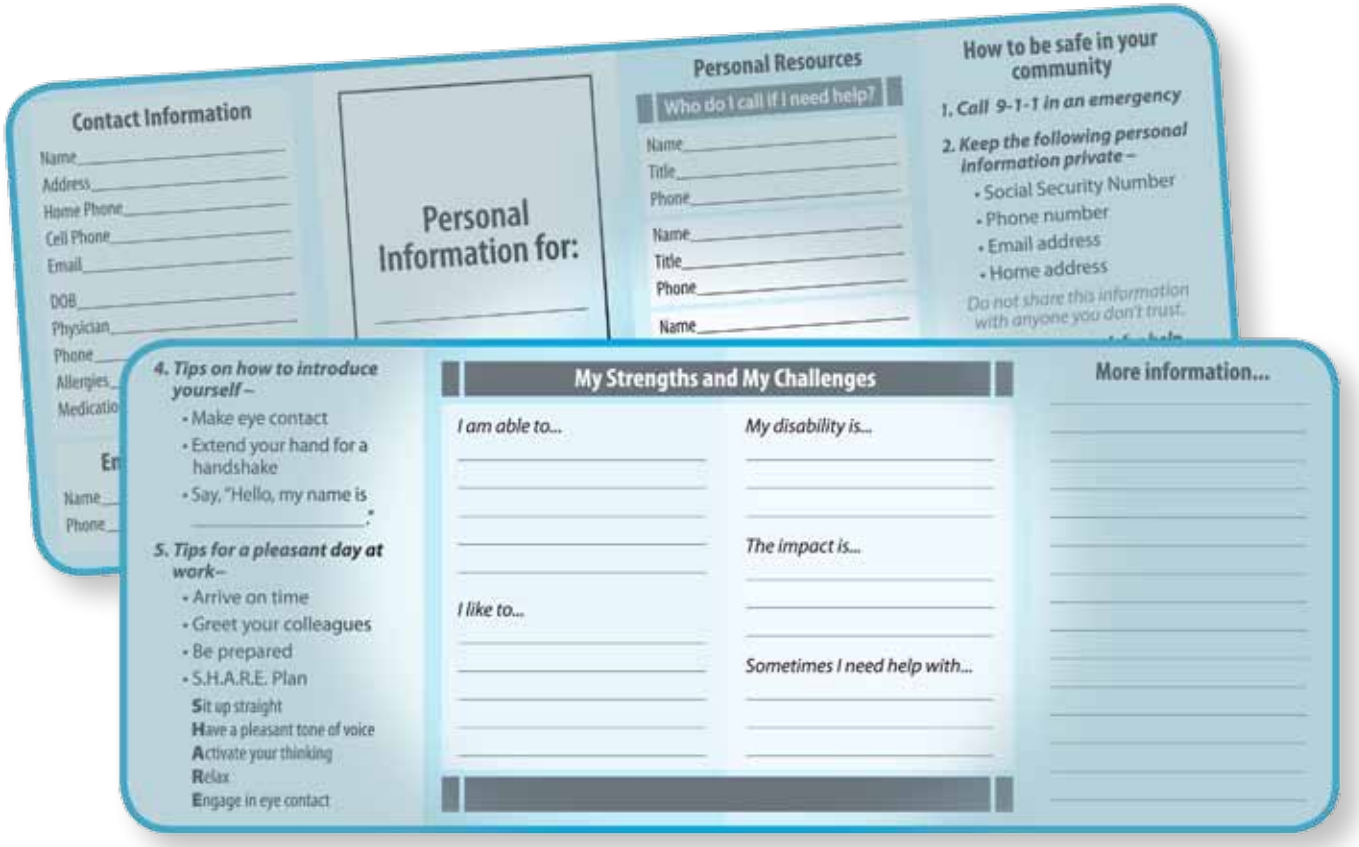
Please tell me what I need to know in order to help you.

YOU

Sometimes I need help with: (describe)
Doctors/nurses can help me by: (describe)
Here is my health summary with more information:
(hand over your information card or your health summary)

How to use the Role-Play Template: Use this template as a script with 2 or more individuals. A lab coat and a stethoscope can be used as props. Individuals may also use the blank template to customize scenarios. The information card can be used as a guide for talking about one's strengths and challenges. Use the "confidence meter" before and after each role-play session to track progress.

Information Card



How to use the Information Card This Information Card was developed by Monroe #1 BOCES and Midwest Regional Special Education Technical Assistance Support Center. Use it as a guide during role play. Practice talking about yourself and describing your disability. There is a blank card at the end of the chapter to practice with, or use the Transition Information Form, HI Doc Medical Record or another personal health summary.

RAP

Speaking up, you know the drill
Practice your words, feel the thrill
May not be easy, may take some time
So start right now, you'll be just fine

First come the forms, then down the hall
Soon your doc or nurse will come to call

Look right at them, shake their hands
Be sure to tell what they should understand
Then comes the exam, and what you can do
To make a health plan that is good for you

Now I'm the Master
Using my Skills as a Rapper!

How to Use Rap

Rapping helps auditory learners to become familiar with new vocabulary. Rapping is just a matter of matching the beat with the rhythm of the words. Each beat accents a different syllable. Participants may pick a favorite song or use the sample and create their own beat. After listening to the words, participants clap along to the beat, and start "rapping" with the song.

Chant

Hands up // (silent beats)
For Health // silent beats)
Gonna' name (clap, clap)
Some SPEAKING UP SKILLS (clap, clap)
One apiece (clap, clap)
No repeats (clap, clap)
No hesitation (clap, clap)
No duplication (clap, clap)
Starting with (clap, clap)

Named participant responds with a word or idea about the topic.
It's okay for a participant to pass if they so choose.

How to Use the Chant

Participants are seated in a circle. The instructor names a skill topic and demonstrates singing and clapping of the chant. Participants are encouraged to join in with the singing and clapping. As their name is called participants state words or ideas that fit with the topic. Naming moves one-by-one around the circle. Participants may "pass" if they prefer. Process continues until everyone has had an opportunity.

Group Energizers

Standing Ovation
(make an O with arms)

Sitting Ovation

Clam Clap

2 Finger Clap – Opera Applause

Clap and a Half

Micro-wave

High Five

High Five & Ankle Shake

Raise the Roof

Drum Roll

Round of Applause

Pat on the Back

Give Yourself a Hug

Awesome Cheer

Seal of Approval

YES, YES, Y - E - S Cheer

Excellent – Air-Guitar

Two Thumbs Up

WOW (W - 3 fingers, O - open mouth, W - 3 fingers)

Knuckle Knock

Knuckle Knock with attitude

How to use the Group Energizers
For a job well done, participants select a cheer to celebrate hard work and success! Group energizers can be used at the end of a unit, when discussing the "What I Learned" list on the KWL chart, or at any time throughout the session to promote active participation.

COPY AND DISTRIBUTE

KWL Chart

Topic:

What I Know	What I Want to Know	What I Learned

COPY AND DISTRIBUTE

Role Play — Now You Try! Speaking Up at the Doctor's Office

1. Take some time to think about yourself and your disability. What would you like your doctor to know?
2. Think about how you communicate best. What should your doctor know about your communication style?
3. Practice introducing yourself to a doctor. Get feedback from your partner. Reverse roles.

You Will Need

- ❑ Information card, Transition Information Form, HI Doc Medical Record or other health summary
- ❑ White lab coat (optional)
- ❑ Stethoscope (optional)

YOU

Doctor or Nurse

YOU

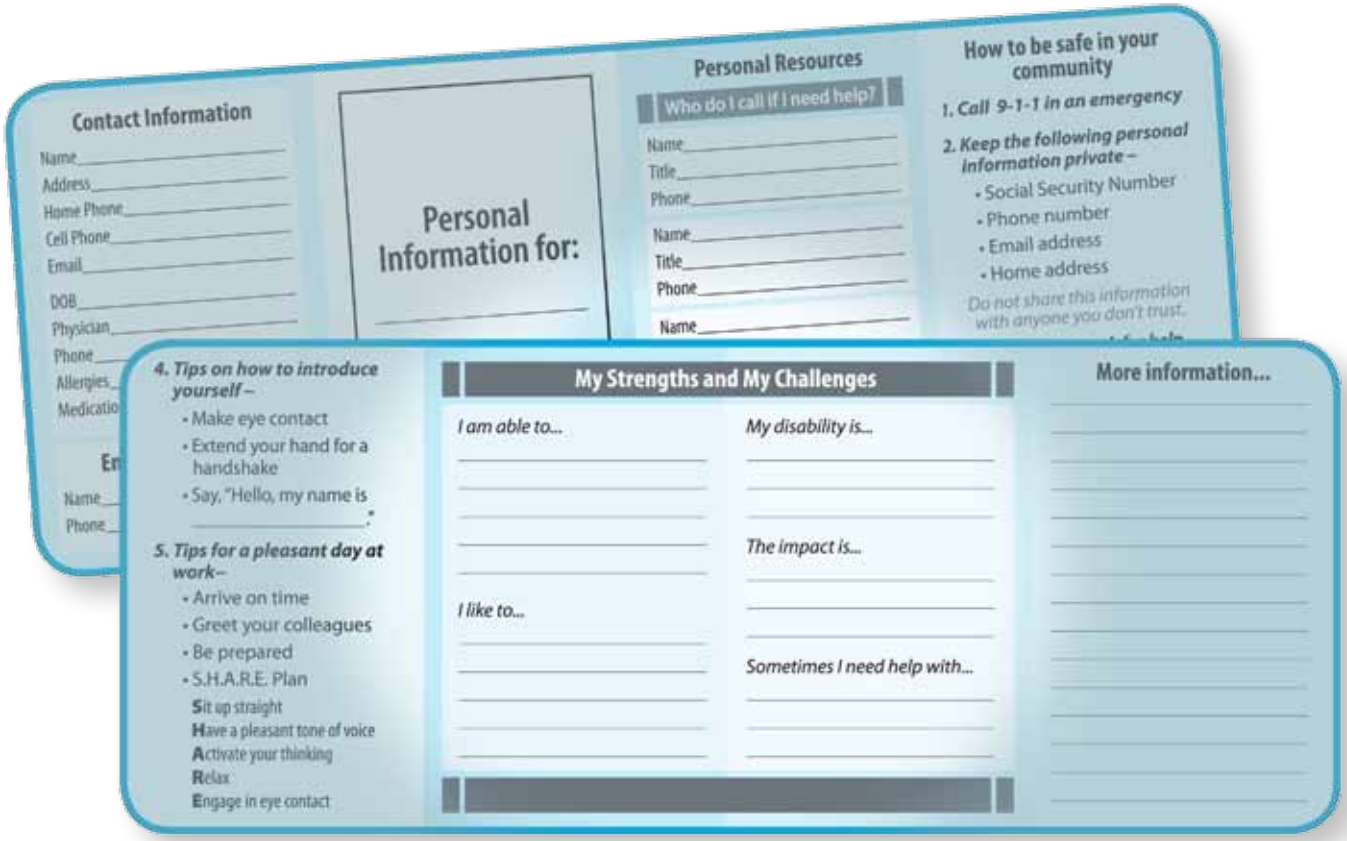
Doctor or Nurse

YOU

Make sure to hand over your health summary!

COPY AND DISTRIBUTE

Information Card



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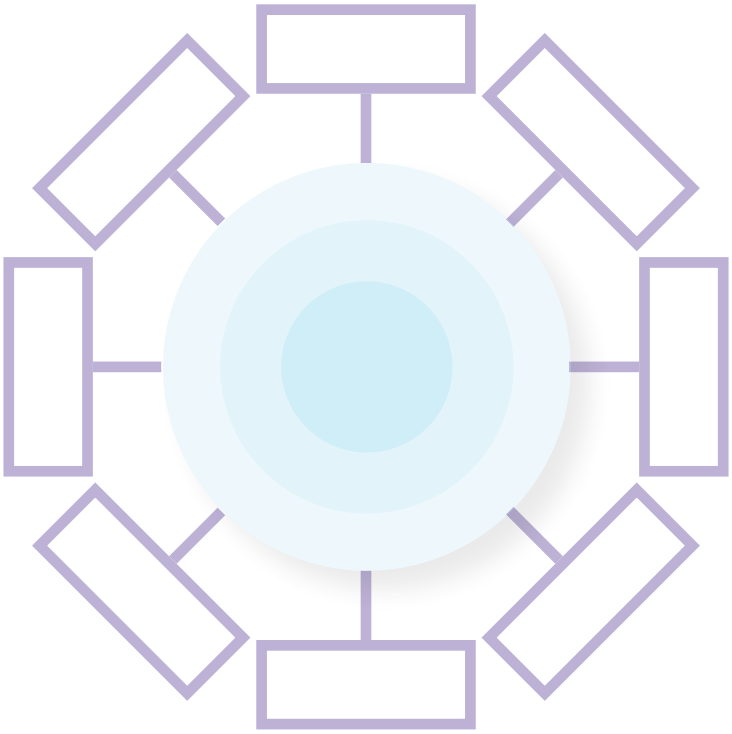
Mind Map - Now You Try



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CONGRATULATIONS!

Has Successfully Learned Skills for Speaking Up at the Doctor's Office

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Design by Holly Scherzi Design Syracuse, NY