Navigating the Health Care System: Enabling Adolescents to Be Their Own Self Advocate

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Nemours Health and Prevention Services
We have no financial disclosures to disclose
Adolescent Engagement

• PhotoVoice
  – Statewide
  – 101 middle and high school students participated
  – Determine what in their environment helped them and prevented them from being healthy

• Adolescent and Parent Focus Groups
  – Middle and High school students and a parent/caregiver
  – Determine who their trusted resources are, where they go for information, and how they make decisions related to their health, navigating their doctor visits
Learning Objectives

• Participants will be able to:
  – develop an understanding of the importance for adolescents to take charge of their health utilizing the education system.
  – demonstrate the effective use of self-advocacy as an avenue to successfully navigate the health care system.
  – identify and teach the practical skills needed to complete medical forms, understand insurance coverage, and navigate through a doctor’s visit.
The challenge:

- Adolescents lack skills to navigate the healthcare system

The solution:

- Empower adolescents to be their own health advocates through skill-based learning
• Google Drive
  – PowerPoints
  – Activity Toolkit
  – Review Activities
  – Student Workbook (English and Spanish)
  – Teacher’s Guide
  – Pre/Post Student Knowledge Survey
• Module 1: Definitions, Self Advocacy, Doctor Types, ED/Urgent Care, Family Medical History

• Module 2: Symptoms, Diagnosis, Allergies, Medications and Vaccines

• Module 3: Insurance and Privacy/Confidentiality

• Module 4: Making/Navigating Your Visit, Filling out medical forms
Pilot 1

- Test the content and feasibility of the unit
- 4 High Schools
- 200 students (9-12th grade)
- Demographically diverse population
- Taught by Nemours staff
• Post-test content knowledge scores were significantly higher ($p=.000$) than pre-test scores for all schools indicating successful knowledge gain.
Pilot 1 Results

Applied skills test - overall 80% achieved
  Measured students ability to perform skills taught in the unit

Student Feedback
  “I found out how you have to be very honest with your doctor b/c he does not know you” –Sophomore

  “Family history was the most interesting because I discovered things about my family I didn’t know” –Freshman

  “Teaching us how to fill out medical history forms was very helpful” –Sophomore
• Train health and health science teachers on modules to pilot teach-ability
• Evaluate teach-ability of unit through student and teacher feedback questionnaires
• Evaluating resources needed to teach this unit (power points, booklets, one on one training vs. blackboard, etc.)
• Pilot unit outside of Delaware
• Produce final product
• Trained in a 3 hour in person training by Nemours staff

• Additional training options:
  – On-line (Blackboard)
  – Peer
Overall, Navigating the Health Care System has been taught to **2,857** Delaware High School Students.

<table>
<thead>
<tr>
<th></th>
<th>Schools</th>
<th>Teachers</th>
<th>Classes</th>
<th>Students</th>
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<tbody>
<tr>
<td>SY 2014-2015</td>
<td>11</td>
<td>13</td>
<td>35</td>
<td>986</td>
</tr>
<tr>
<td>SY 2015-2016</td>
<td>14</td>
<td>18</td>
<td>39</td>
<td>949</td>
</tr>
<tr>
<td>SY 2016-2017</td>
<td>13</td>
<td>14</td>
<td>36</td>
<td>922</td>
</tr>
</tbody>
</table>
Pilot 2- Results

• Pre/post test differences
  – Overall, post test content knowledge scores were significantly higher than pre test scores
  – Significantly higher post test scores by school and by teacher type (health, physical education, school nurse and health services/technical education*)

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean (SD)</td>
<td>% correct</td>
</tr>
<tr>
<td>SY 2014-2015 Overall</td>
<td>10.88 (2.38)</td>
<td>64.0%</td>
</tr>
<tr>
<td>SY 2015-2016 Overall</td>
<td>10.82 (2.34)</td>
<td>63.6%</td>
</tr>
<tr>
<td>SY 2016-2017 Overall</td>
<td>10.63 (2.81)</td>
<td>62.5%</td>
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</tbody>
</table>
Pilot 2- SY 2016-2017 Results

I think this lesson on health care was helpful

- Strongly Agree: 42.4%
- Agree: 54.2%
- Disagree: 2.4%
- Strongly Disagree: 1.0%

I feel the information presented was too confusing for kids my age

- Strongly Agree: 5.0%
- Agree: 7.4%
- Disagree: 60.6%
- Strongly Disagree: 27.0%
Pilot 2- SY 2016-2017 Results

I think other kids my age should learn the information I learned this week

- **Strongly Agree**: 41.8%
- **Agree**: 54.4%
- **Disagree**: 2.9%
- **Strongly Disagree**: 0.8%

At my next doctor's appointment, I will know what to do better then I did before this lesson

- **Strongly Agree**: 40.0%
- **Agree**: 52.8%
- **Disagree**: 5.2%
- **Strongly Disagree**: 2.0%
Pilot 2- SY 2016-2017 Results

Student feedback on materials

I think the following things were helpful in learning this material

<table>
<thead>
<tr>
<th>Material</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Workbook</td>
<td>31.1%</td>
<td>54.7%</td>
<td>10.9%</td>
<td>3.2%</td>
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<tr>
<td>Powerpoints</td>
<td>33.1%</td>
<td>58.7%</td>
<td>6.7%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Activities</td>
<td>36.2%</td>
<td>54.5%</td>
<td>7.6%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Videos</td>
<td>31.5%</td>
<td>57.7%</td>
<td>8.1%</td>
<td>2.8%</td>
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</table>
Overall, Navigating the Health Care System has been taught to 678 Out of State High School Students consisting of 4 states, 10 schools and 12 teachers.

<table>
<thead>
<tr>
<th>School</th>
<th>Overall</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Significance</th>
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<tr>
<td></td>
<td>Mean (SD)</td>
<td>% correct</td>
<td>N</td>
<td>Mean(SD)</td>
</tr>
<tr>
<td>School 1</td>
<td>12.90 (2.61)</td>
<td>75.8%</td>
<td>222</td>
<td>14.46 (2.59)</td>
</tr>
<tr>
<td>School 2</td>
<td>11.73 (2.00)</td>
<td>69.0%</td>
<td>63</td>
<td>13.98 (2.27)</td>
</tr>
<tr>
<td>School 3</td>
<td>10.83 (3.06)</td>
<td>63.7%</td>
<td>12</td>
<td>14.20 (1.39)</td>
</tr>
<tr>
<td>School 4</td>
<td>11.50 (2.77)</td>
<td>67.6%</td>
<td>8</td>
<td>15.57 (1.13)</td>
</tr>
<tr>
<td>School 5</td>
<td>10.42 (2.11)</td>
<td>61.2%</td>
<td>89</td>
<td>12.92 (2.64)</td>
</tr>
<tr>
<td>School 6</td>
<td>9.75 (1.23)</td>
<td>57.3%</td>
<td>16</td>
<td>13.35 (2.46)</td>
</tr>
<tr>
<td>School 7</td>
<td>10.25 (2.4)</td>
<td>60.2%</td>
<td>92</td>
<td>13.38 (2.97)</td>
</tr>
<tr>
<td>School 8</td>
<td>12.72 (.90)</td>
<td>74.8%</td>
<td>11</td>
<td>14.90 (1.04)</td>
</tr>
<tr>
<td>School 9</td>
<td>10.6 (2.84)</td>
<td>62.3%</td>
<td>60</td>
<td>12.55 (3.32)</td>
</tr>
<tr>
<td>School 10</td>
<td>9.87 (2.11)</td>
<td>58.1%</td>
<td>79</td>
<td>12.75 (2.31)</td>
</tr>
</tbody>
</table>
Module 1: Introduction

- Definitions
- Self Advocacy
- Primary Care Physicians
- Where to go to receive care
- Personal and Family Medical History
Module 1: Introduction

• Introduction of unit vocab (health, health care, health literacy, self advocacy)

• Individual brainstorm & group discussion/product
Module 1: Introduction

- Health
- Self-advocacy
- Healthcare
- Health Literacy
- FAM
- Photo
How do you make a PB&J?

Does everyone make their PB&J the same way?

How would someone know how to make your PB&J?

How does this relate to self advocacy and health care?
Where Do You Go?

– You have a high fever of 103°F and can’t stop vomiting:
  • *Emergency Department*

– You have severe ear pain on Sunday morning:
  • *Urgent Care*

– You need a physical exam (check-up) to play a sport:
  • *PCP/Doctor*
Personal & Family Medical History
• Symptoms and Diagnosis
• Medications
• Vaccinations
Who will get the better care?

Jackie

“I have had itchy eyes, I have been sneezing all the time, a really stuffy nose, and a cough.”

Sarah

“I have been feeling really weird for the past few days.”
• Use
  • Allergies
  • Sneezing, runny nose, itchy/eatery eyes, itchy throat
• Amount to be taken
  • 2 tablets every 4 – 6 hours
• Age restrictions
  • 6 – 12 years 1 tablet
  • Under 6 – consult a doctor
• Side effects
  • Drowsiness and Excitability
• What to avoid
  • Alcohol
  • Be careful operating a vehicle
• Storage
  • Room temperature (68 – 77 degrees)
Module 2: Understanding Your Medical History

One bottle (s) can be used.

PIN: 215681

56

Over the Counter

Prescription Drugs

Answers

0

Katie

Skip
Vaccines

• Fact or Myth
  – Have students determine whether each statement is a fact or a myth.

• CDC Vaccine site
  – This provides the schedule of vaccines that children should have by age.
  – Remind students where they may be able to find their vaccination records: school (nurse) or doctor’s office
  – If they see vaccines they should have received but didn’t, it is not too late for them to receive them. They should talk with their doctor if they would like to receive it.
• Insurance
• Privacy
Insurance Card Activity

Have students take a look at the four insurance card examples in the workbook.
• Scheduling an appointment
• Checking In
• Medical Forms
• The Visit
• Checking Out
Personal and Family Health History Form

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

General Information

Name
First: ______________________________________ Middle: ___________________
Last: ______________________________________
Street Address: __________________________________________________________
City: __________________________________________ State: __________ Zip: __________
Telephone: (______) __________ Date of Birth: ______/______/_______
Place of Birth: _________________________________________________________

Race (Check any that apply)
☐ Native Hawaiian/Pacific Islander    ☐ White/Caucasian    ☐ Black/African-American
☐ American Indian/Alaska Native      ☐ Asian-American     ☐ Hispanic/Latino

Height: ______ feet ______ inches   Weight: ______ pounds

Gender: ☐ Female    ☐ Male

Marital Status: ☐ Single    ☐ Married

When was your last physical exam? ______/______/_______

Name of Doctor: ____________________________________ Telephone: (______) __________________________

Personal contact information

Home Phone: (______) ________________________  Cell Phone: (______) ________________________

Family contact information

Parent/Guardian Name (1): ___________________________ Relationship: _______________________
Home Phone: (______) _______________________  Cell: (______) __________ Work: (______) __________

Parent/Guardian Name (2): ___________________________ Relationship: _______________________
Home Phone: (______) _______________________  Cell: (______) __________ Work: (______) __________

Do you have any siblings? ☐ Yes ☐ No
Name: ___________________________ Age: ___________________________
Name: ___________________________ Age: ___________________________

Emergency contact

Name of Contact: ___________________________ Relationship: _______________________
Home Phone: (______) _______________________  Cell: (______) __________ Work: (______) __________
Medical Forms – Teacher Guide

Personal and Family History Form (Pg. 35-39, Slides 4-6)

Instructor’s note: Activity – Personal and Family Health History Form Based on the scenario below have the students fill-in the form provided. Review Personal and Family Health History forms with class to make sure it is filled out correctly.

Scenario (Pg. 35, Slide 4)

- You are John Bob Doe lives at 1313 Mockingbird Ln. Nowhere, DE 19999. He was born 12/2/2000 in Somewhere, DE.
- Home Phone # 302-555-1212 Cell #302-555-3333
- Dad, Joe is Asian; cell is 302-555-1111, work 302-444-1111.
- Mom, Jane is Caucasian, cell is 302-555-2222, work 302-888-2222.
- You have a 10 year old brother Jack.
- You are 5 feet 7 inches and weigh 130 pounds
- Your last visit with Dr. Smith was on 1/1/11

Instructor’s Note: When you get to emergency contact emphasize - Emergency contact should be a trusting, consistent adult in their life – parent, relative, teacher, etc. and not a friend or current boy/girl friend.

Personal and Family Health History Form

General Information

Name: John Bob Doe 
(First) 
(Middle) 
(Last) 

Date: __________

Street Address: 1313 Mockingbird Ln

City: Nowhere State: DE Zip: 19999

Telephone: (302) 555-1212 Date of Birth: 12/2/2000 

Place of Birth: Somewhere, DE

Race (Check any that apply)

Native Hawaiian/Pacific Islander

White/Caucasian

Black/African American

American Indian/Alaska Native

Asian American

Hispanic/Latino

Native

Height: ___ feet ___ inches Weight: ___ lbs

Gender: Female Male Marital Status: Single Married

When was your last physical exam? ___/___/___

Name of Doctor: Dr. Smith Telephone: ___

Nemours.
Grandpa Jim and Dad - emphysema & glaucoma

Great Grandma and Sister - Asthma

Uncle Sal and Aunt Miranda - drug addiction in both extended families
Next Steps

- Adult version
- Launch nationally
Barriers

• Not required to be taught as a part of health
• Competing content priorities
• Teacher modifications
Group Discussion

• What populations could this benefit?
• How can you use this in your current role?
• What opportunities do you see with your community partners?
• How to combat the barriers described
  – Not a part of current health curriculum
  – Competing priorities and teacher modification
Contact Info

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