

HELP

Health Education Literacy Program



Instructor's Guide

New York City Poison Control Center
Literacy Partners, Inc.
Real World Productions, Inc.

Funded by the Pfizer Foundation



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Lauren Schwartz, MPH
Program Director, HELP

Preface

a The Health Education Literacy Program (HELP) is a project of the New York City Poison Control Center (NYC PCC) in collaboration with Literacy Partners, Inc (LP). Funded in 2001 by the Pfizer Foundation, HELP promotes information about medicine safety to adults with limited literacy skills. Feedback from students, tutors, health, and literacy professionals contributed to the development of six easy-to-read booklets, and a related curriculum.

In 1992, The National Adult Literacy Survey (NALS) determined that 48 percent of American adults function at the lowest literacy levels. For older Americans and inner city minority populations the results were even more staggering with two out of five adults reading below the fifth grade level. These adults would have difficulty reading the majority of health information which is usually written above a 10th grade level.¹

The US Department of Health and Human Services' publication *Healthy People 2010* defines health literacy as "the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions." For the first time, this document includes a health literacy objective, representing a significant step in raising public awareness about this critical issue.

As attention to health literacy increases, so does the need for quality materials and education programs serving low-literacy populations. HELP attempts to bridge this gap. The goal of HELP is to improve the ability of adults with low literacy levels to understand medication safety and manage

their health in a complicated system. The HELP booklets and lessons address the following topics:

- Learning About Your Medicine
- Medicine Safety
- Your Prescription Medicine
- Your Over-the-Counter Medicine
- Vitamins, Herbals and Minerals
- Your Medical Appointment

The partnership between NYC PCC and LP has resulted in health materials that accurately communicate clinical content and present the information in a way that is appropriate for adults with low literacy skills.

The NYC PCC provides treatment advice regarding poisoning exposures 24 hours a day, 7 days a week. Registered pharmacists and nurses certified in poison information handle calls from the 8 million NYC residents. Last year, the NYC PCC received over 70,000 calls. The NYC PCC interdisciplinary team provided the content for the HELP curriculum and booklets. LP volunteers provide literacy instruction to over 1000 adults in New York City. LP served as the pilot site for field-testing all of the HELP materials. The teaching of the HELP curriculum occurred within adult basic education centers at LP.

It is our hope that HELP will ultimately reach adult basic education students, not only in New York City, but across the country. We welcome your feedback and suggestions about your experience using the HELP curriculum.

1. Doak CC, Doak LG, Root JH. Teaching Patients with Low Literacy Skills. Philadelphia: JB Lippincott Co. 1996.

Notes to teachers

The HELP Instructor Guide provides lessons to teach adult basic education students about medicine safety. Each lesson is designed to promote health education along with basic literacy skill development. The goal of the lessons is to give students the information necessary to be more proactive about their health care.

The curriculum is divided into seven lessons. Each lesson has a corresponding booklet to use as classroom reading material. In addition, a pre/post test and answer key are included to help you assess what your students learn. You may want to review the questions with your students.

The **Introduction Lesson** begins with a general discussion about medicine safety. This information is found on the back of each booklet and should be reinforced throughout the teaching of the curriculum.

Lesson 1 sets the foundation for students to understand what they need to know about medicine.

Lesson 2 provides information about taking and giving medicine safely.

Lessons 3 and 4 focus on understanding how to read prescription and over-the-counter medicine labels.

Lesson 5 discusses how vitamins, herbals, and minerals relate to medicine.

Lesson 6 concludes the curriculum and is designed to help students prepare for their medical appointments.

Read through the entire curriculum before teaching it in the classroom.

- This will enable you to become familiar with the sequence and scope of information found in each lesson.
- It will also enable you to think about how the different aspects of the curriculum connect to the learning goals of your students.

Before you start you will need to make copies of the booklets, activity sheets and the pre/post evaluation to distribute to your students.

Each lesson contains the following:

Goal: The goal gives the general intent of each lesson.

Objectives: These are the measurable learning outcomes for each lesson. Students will gain knowledge in these areas.

Pre-Reading Discussion: The pre-reading discussion introduces students to the topic of the lesson drawing upon their prior knowledge and personal experiences.

Previewing the Booklet: This is an opportunity for students to familiarize themselves with the booklet and discuss the content of the lesson. At the beginning of each lesson vocabulary words are introduced that relate to health care and medicine safety. Throughout the teaching of the curriculum, students maintain and add these words to their vocabulary list. Definitions of these words are included for your reference in the Glossary.

Guided Comprehension: These are questions and answers designed to guide the teaching of the material and address the learning objectives. Be sure to read these thoroughly as much of the information presented in this section expands upon the content of the booklet.

Word Study: Several lessons contain activities that teach about the structure of words.

Review Today's Lesson: These activities (reading, writing, numeracy) reinforce the information that is presented in the lesson. They encourage students to apply these concepts to real life situations. For example, students keep a personal medicine list and update it throughout the curriculum. A sample medicine list is included as part of the curriculum.

Activity Sheets are provided for each lesson. These are meant to be interactive and fun for students. Several lessons have accompanying cassette recordings that correspond to the activity sheets. Students can listen to the tape while they read along from the printed text.

Preview the Next Lesson: To prepare for the next lesson, students are asked a question related to that topic.

Today's Kit: These are the materials that are needed to teach each lesson. They include the booklet, the cassette tape if applicable, and the activity sheets.

Today's Kit	
Booklet (by name)	
Cassette tape (when applicable)	
Activity sheets (as needed)	

Introduction Lesson

Be Smart About Medicine

(box on back of each booklet)

Goals

Provide information about medicine safety

Provide information about how to obtain answers about medicine

Objectives

At the end of the lesson, students will be able to:

1. Understand what to include on a medicine list
2. Understand the importance of informing health care providers when pregnant, trying to conceive, or nursing before taking medicine
3. Understand that alcohol may affect the way medicine works in the body
4. Know whom to call with questions about medicine

Pre-Reading Discussion

Ask students to brainstorm the possible meanings of the sentence “Be Smart About Medicine.”

Previewing the Back of the Booklet

1. Tell students this information is on the back of every booklet. The ideas are important to remember whenever taking or giving medicine.
2. Introduce and define today’s vocabulary. Tell students they will see these words again during the course of curriculum.
3. Have students start their own vocabulary list.
4. Ask students to read the booklet silently. Then, lead an oral reading of the booklet.
5. Have students look at the information on the back of the booklet and retell the meaning in their own words.

Guided Comprehension

Q. Why should you make a list of all the medicines you take?

A. It is important to keep track of everything you take. Some medicines do not work well together.

Q. What should you include in the list of medicines you take?

A. The list should always include prescription medicines, over-the-counter medicines, vitamins, herbals and minerals. Be sure to keep your list up to date.

Write down any allergies you have. This is important to discuss with your doctor or nurse, as well as the pharmacist.



Q. If you are a woman of child-bearing age, what should you tell your health care provider before taking a new medicine?

A. Let the doctor, nurse and pharmacist know if you are pregnant, trying to have a baby or nursing. Medicine may harm an unborn baby or pass through breast milk.

Never take any medicine, vitamin, herbal, or mineral product without first checking its safety.



Q. How can you find out if it is safe to drink alcohol while taking medicine?

A. You should ask the doctor or pharmacist. Alcohol may change the way medicine works in your body.

Q. If you have questions about your medicine, whom should you call?

A. You can call the doctor or pharmacist with any questions about your medicines. Also, the Poison Control Center is available 24 hours a day, seven days a week for questions about taking medicine.

Poison Control Center: 1-800-222-1222
1-212-POISONS

24 hours a day, 7 days a week

Review Today's Lesson

• Listening/Role-playing Calling the Poison Control Center Role-Playing
Cassette Tape: Students listen to, read or role-play the dialogue.

Calling the Poison Control Center Cloze Activity
Students listen or read and complete the cloze exercise.

• Writing Be Smart About Medicine List
Students should add their personal information to the name, date of birth and phone number sections.

Discuss that students can add in their doctor's name and phone number and emergency contact information. Tell students that we will be adding information to the medicine list throughout the curriculum.

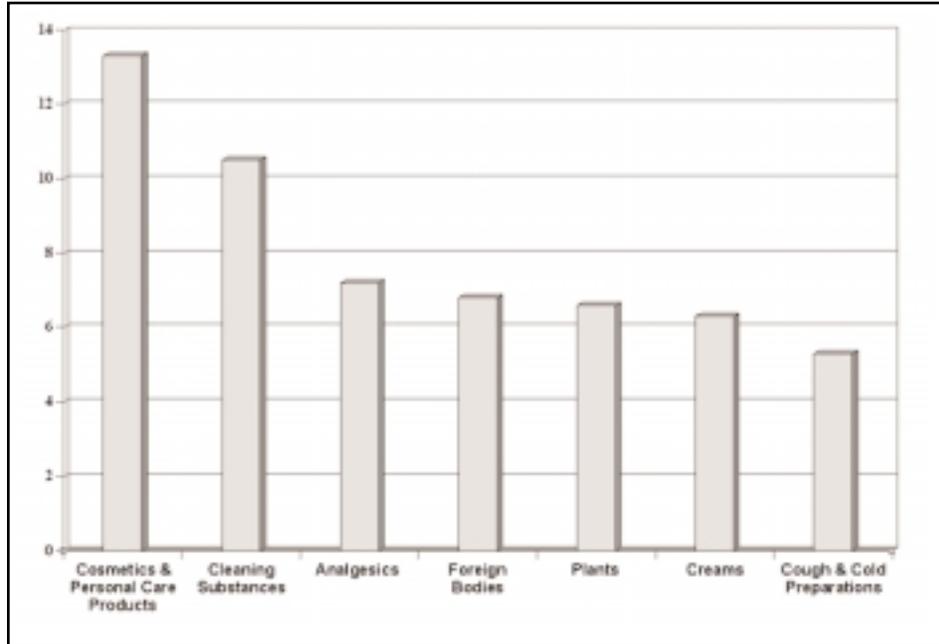
- Numeracy

Poisonings in Children Chart

Ask students to look at the chart and answer:

Which item is most involved in poisonings in children? (Answer: Cosmetics)

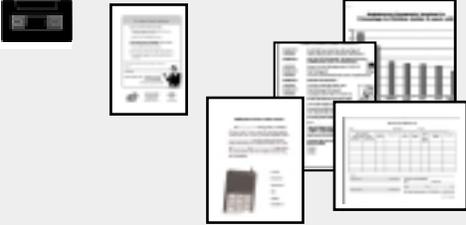
Which is least involved? (Answer: Cough and Cold Preparations)



Preview the next Lesson

Write *Learning About Your Medicine* on the flip chart.

To prepare for the next lesson, ask students to think about what they want to know about their medicines.

Today's Vocabulary	
allergy herbals minerals over-the-counter medicine	pharmacist Poison Control Center prescription medicine vitamin
Today's Kit	
Back of Booklet - Be Smart About Medicine Cassette Tape Calling the Poison Control Center Role-Playing Poison Control Center Cloze Activity Be Smart About Medicine List Poisonings in Children Chart	

Lesson 1

Learning About Your Medicine

Goal

Provide information about how to learn about new medicine

Objectives

At the end of the lesson, students will be able to:

1. Identify three ways to learn about medicine
2. Explain the difference between the brand name and generic name of medicine
3. Explain directions for taking medicine
4. Identify possible side effects of medicine

Pre-Reading Discussion

Ask students to think about the last time they received medicine for themselves or someone else.

What questions did they have about the medicine?

How did they find the answers?

Previewing the Booklet

1. Have students look through the booklet and predict its content.
2. Introduce and define today's vocabulary. Have students add these words to their vocabulary list.
3. Ask students to read the booklet silently. Then, lead an oral reading of the booklet.

Guided Comprehension

Q. How can you learn about your medicine?

A. Three easy ways are:
~ asking the doctor
~ asking the pharmacist
~ reading the label

Q. Why are medicines used?

A. Medicines are used for:
~ preventing illness
~ curing disease
~ controlling illness
~ replacing something that is missing in the body
~ reducing pain or symptoms like a cough or runny nose



Q. What is the difference between a *brand name* and a *generic name* of medicine?

A. Medicines usually have two names, the generic name and the brand name.

The *generic name* is the chemical name for that medicine no matter what company makes it.

A *brand name* is the name given by the company that makes it.

No other company can use that name.

A medicine can have only one generic name but can have several different brand names. For example, *ibuprofen* is a generic name but many companies sell it with different brand names such as Motrin[®] or Advil[®].

Q. How do you keep track of medicine?

A. Keep a medicine list and update it regularly. We will begin doing that as part of this class.

This is important because you may see more than one doctor or you may be taking more than one medicine.

Review the medicine list with each doctor you see.

Q. What directions do you need to know to take your medicine safely?

A. You should know:

- ~ when to take it
- ~ how much to take
- ~ how long to take it
- ~ whether to take it with food or by itself



Q. What are side effects?

A. Almost all medicines can cause reactions in your body not related to its effectiveness.

Some examples are:

- ~ headache
- ~ upset stomach

Ask your doctor or pharmacist or read the label about possible side effects your medicine can cause.

Review Today's Lesson

- Listening

Choosing a Pharmacy Cloze Activity

Cassette Tape: Students listen or read and complete the cloze exercise.

- Writing

Be Smart About Medicine List

Have students fill in their pharmacy's name and phone number section on the Be Smart About Medicine List.

If possible, try to get all your medicine at the same pharmacy. This enables the pharmacist to check for potential problems with other medicines or over-the-counter products that you are taking.

Be Smart About Medicine List

Name _____ Date of Birth _____ Doctor's _____

Name of Medicine, Vitamin, Herb, or Mineral		What it does for	What it is for	When to take it	How much to take	Take with or without food	Possible side effects	Prescribed by
Brand/Trade Name	Generic Name							

Allergies _____

Doctor's Name _____ Phone Number _____ Emergency Contact (Name/Address) _____

Pharmacy Name _____ Phone Number _____

Pharmacy Address _____ City _____ State _____ Zip _____

WIC Follow Control Center, 1-213-POISON or 1-800-222-1234

HELP: Call your doctor

Have students fill in the allergies section on the medicine list. Discuss why it is important to know your allergies. You may be allergic to an ingredient in the medicine.

Preview the Next Lesson

- Write *Medicine Safety* on the flip chart.

To prepare for the next lesson, ask students what they can do to make sure they are taking medicine safely.

Today's Vocabulary	
brand name expiration date generic drug name	health care provider medicine side effect
Today's Kit	
Booklet - Learning About Your Medicine Cassette Tape Choosing a Pharmacy Cloze Activity Be Smart About Medicine List	

Lesson 2

Goals

Provide information about how to take medicine safely

Provide information about how to give medicine safely to children

Objectives

At the end of the lesson, students will be able to:

1. List two safety tips for taking medicine safely
2. Explain why antibiotics must be taken for the full length of time
3. List three safety tips for giving medicine safely to children

Pre-Reading Discussion

Ask students what can happen if they do not take or give medicine safely.

Previewing the Booklet

1. Have students look through the booklet and predict its content.
2. Introduce and define today's vocabulary. Have students add these words to their vocabulary list.
3. Ask students to read the booklet silently. Then, lead an oral reading of the booklet.

Guided Comprehension

Q. What steps can you take to make sure that you are taking medicine safely?

A. Take the right amount of medicine and keep track of how much you take.

Take antibiotics for the full length of time.

Do not share your medicine with anyone else.

Check the expiration date.

If you have a bad reaction to your medicine, call the doctor, pharmacist or Poison Control Center right away.

Q. Why is it important to take antibiotics for the full length of time?

A. Antibiotics are medicines that kill bacteria that cause illness.

If you do not take the antibiotic for the full length of time, the bacteria that caused your illness may not be killed.

The bacteria may become resistant to the antibiotic. Then, in the future, the antibiotic may not work.



Q. What steps can you take to give medicine safely to children?

A. Make sure the medicine is safe for children.
Do not call medicine candy. Children should know the difference.
Always use a dropper or measuring spoon designed for children’s medicine.
Tell your babysitter about any medicine your children take.

Q. How is the dose for children’s medicine determined?

A. The dosage of any medicine given to children is based on the weight of the child.

Q. Why is it important to use a children’s medicine dropper?

A. It measures the amount accurately. Many kitchen spoons vary in exact size for liquids.



Word Study - Root words

Definition: A root word is the basic element of a word. It tells what a word means.

Ask students to find two words in the booklet that have the word ‘safe’ in them. i.e. safety, safely.

Write these words in sentences.

Review Today’s Lesson

• Listening/Reading Giving Medicine Safely to Children Cloze Activity
Cassette Tape: Students listen or read and complete the cloze exercise.

• Numeracy Medicine Doses for Children
Show how medicine doses depend on the age and weight of a child.

Explain that children’s acetaminophen comes in different forms, as shown on the chart. (Acetaminophen is the generic name for a non-aspirin pain reliever and fever reducer. An example is Tylenol®.)

Be sure to note that doses change for different forms of the medicine.

Have students answer these questions using the Medicine Doses for Children chart.

- 1) If an infant weighs 16 lbs. and is 9 months old, how many teaspoons of suspension liquid acetaminophen should she take? (Answer: 1/2 teaspoon)
- 2) If a child is 10 years old and weighs 70 lbs., how many chewable tablets can he take? (Answer: 5 tablets)

3) If a child is 22 months and weights 22 lbs., how many chewable tablets can she take? (Answer: none)



Children's Acetaminophen

		Infants' Concentrated Drops 80mg/.08ml	Children's Suspension Liquid 160mg/5ml	Children's Chewable Tablets 80 mg each	Junior Chewable Tablets 160 mg each
DOSE		Dropper	Teaspoon (TSP)	Tablet	Tablet
Weight	Age				
6-11 lbs	0-3 mos	1/2 = (0.4mL)			
12-17 lbs	4-11 mos	1 = (0.8mL)	1/2 (TSP)		
18-23 lbs	12-23 mos	1-1/2 = (0.8 + 0.4mL)	3/4 (TSP)		
24-35 lbs	2-3 yrs	2 = (0.8 + 0.8mL)	1 (TSP)	2	
36-47 lbs	4-5 yrs		1-1/2 (TSP)	3	
48-59 lbs	6-8 yrs		2 (TSP)	4	2
60-71 lbs	9-10 yrs		2-1/2 (TSP)	5	2-1/2
72-95 lbs	11 yrs		3 (TSP)	6	3
96 lbs & over	12 yrs				4

Preview the Next Lesson

- Write *Your Prescription Medicine* on the flip chart.

To prepare for the next lesson, ask students what information they might find on a prescription medicine bottle.

Today's Vocabulary	
antibiotic	dropper
child-resistant	resistant
Today's Kit	
Booklet - Medicine Safety Cassette Tape Giving Medicine Safely to Children Cloze Activity Medicine Doses for Children	   

Lesson 3

Your Prescription Medicine

Goals

Provide information about prescription medicines

Provide information about understanding the prescription label

Objectives

At the end of the lesson, students will be able to:

1. Discuss who can prescribe medicine
2. Identify the directions on the prescription label
3. List two examples of stickers that may be added by the pharmacist to the prescription medicine bottle
4. Identify the telephone number for the Poison Control Center

Pre-Reading Discussion

Ask students to think about the last time they purchased a prescription medicine.

What questions did the pharmacist ask them?

What questions did they ask the pharmacist?

Previewing the Booklet

1. Have students look through the booklet and predict its content.
2. Introduce and define today's vocabulary. Have students add these words to their vocabulary list.
3. Ask students to read the booklet silently. Then, lead an oral reading of the booklet.

Guided Comprehension

Q. What is a prescription medicine?

A. In the U.S., prescription medicines are prescribed by licensed health care providers. These include:

- ~ doctors
- ~ nurse practitioners
- ~ physician assistants
- ~ dentists

The prescription is written on a special form that is filled by the pharmacist.

Q. What do the directions on the prescription label tell you? Why is this information important?

A. The information on the label tells you:

- ~ how much medicine to take
- ~ how often to take it
- ~ when to take it
- ~ how many refills you can get

Q. Why is the expiration date important?

A. Medicines lose their strength over time. They will not work as well after they have expired.

Do not keep medicines beyond their expiration date. Be sure to throw them away safely by flushing them down the toilet.

Q. What should you do if you have a question about your medicine in the middle of the night?

A. Call the Poison Control Center. (1-800-222-1222)

Health professionals are available 24 hours a day, 7 days a week to provide treatment advice and answer questions.

All calls are confidential and free of charge to the public.

Q. What information can be added to the prescription bottle?

- A.** Stickers may be added that give:
- ~ directions for taking medicine
 - ~ warnings about side effects
 - ~ directions for storing the medicine



Review today's Lesson

- Reading a label

Prescription Medicine Label

Using the large Prescription Medicine Label, review the different sections.

Rx: 240566

TAKE 1 TABLET AT BEDTIME

"Drug A" 5 MG Tablets
 Refill 5 times before 06-09-2002
 Quantity: 60

Ask students to point out the directions for taking the medicine.

Explain that this medicine (Drug A) would be taken only one time during the day, at bedtime.

Ask students to identify the prescription number. (Answer: Rx: 240566)

Explain that they would use this number to refill the prescription over the telephone with the pharmacy.

Refill 5 times before 06-09-2002
 Quantity: 60
 Date Filled: 06-09-2001
 Expiration Date: 06-09-2002



- Reading stickers on the bottle Sample Stickers on Prescription Medicines

Show students the Sample Stickers on Prescription Medicines Activity Sheet.

Discuss how stickers provide additional information about directions, warnings and storage.

Look at the four samples. Ask students to identify a warning sticker, a storage sticker, and a sticker with directions for taking medicine.



- Writing Be Smart About Medicine List

Tell students we are now going to begin to add medicines to their Be Smart About Medicine List. Review how to record medicine. Discuss each section.

Students should add prescription medicines to their Be Smart About Medicine List. They should fill in the information they know and complete the rest at home.

- Numeracy (Pair work) Mary's Calendar

Cassette Tape: Students listen to the cassette and mark the days when Mary needs to take her Warfarin. (Warfarin is a prescription medicine that thins the blood)

How many pills will Mary take in two weeks? (Answer: 7 pills)

Preview the next Lesson

- Write *Your Over-the-Counter Medicine* on the flip chart.

To prepare for the next lesson, ask students to identify different over-the-counter medications they have at home. Explain that over-the-counter medicine is often shortened to “OTC medicine” or “OTCs”.

Today's Vocabulary		
quantity	refill	warning
Today's Kit		
Booklet - Your Prescription Medicine Prescription Medicine Label Sample Stickers on Prescription Medicines Be Smart About Medicine List Cassette Tape Mary's Calendar		

Lesson 4

Your Over-the-Counter Medicine

Goals

Provide information about over-the-counter (OTC) medicines
Provide information about understanding the OTC label

Objectives

At the end of the lesson, students will be able to:

1. Discuss how to choose an OTC medicine
2. Identify directions provided on the OTC label
3. List two examples of warnings on the OTC label

Pre-Reading Discussion

Ask students to think about the last time they purchased an OTC.

Why did they buy it?

What information helped them decide which OTC to purchase?

Previewing the Booklet

1. Have students look through the booklet and predict its content.
2. Introduce and define today's vocabulary. Have students add these words to their vocabulary list.
3. Ask students to read the booklet silently.
Then, lead an oral reading of the booklet.

Guided Comprehension

Q. What are over-the-counter medicines (OTCs)?

A. Over-the-counter medicines are sold without prescriptions. The U.S. government has determined they can be used safely by consumers.

They are easily purchased in stores such as supermarkets and drug stores.

Q. How will you know which OTC medicine to purchase?

A. Ask your pharmacist or doctor which medicine will help treat your symptoms safely before you make a purchase.

You can also read the label. The label will tell you the purpose of the medicine and who can and cannot take it.



Q. What information is presented in the Directions box?

- A.** The Directions box tells:
- ~ how much of the medicine to take
 - ~ how often to take it
 - ~ the dosage for children and adults

Directions adults and children 12 years and over	take 2 tablets every 4 to 6 hours; not more than 12 tablets in 24 hours
children 6 years to under 12 years	take 1 tablet every 4 to 6 hours; not more than 6 tablets in 24 hours

Q. What information is presented in the Warnings box?

A. The Warnings box tells you which medical conditions would stop you from taking the medicine and when to call the doctor.

It also tells you about possible side effects and what to do in case of an overdose.

Warnings Ask a doctor before use if you have
<ul style="list-style-type: none"> • glaucoma • a breathing problem such as emphysema or chronic bronchitis • trouble urinating due to an enlarged prostate gland
Ask a doctor or pharmacist before use if you are taking other medicine.
Keep out of reach of children.

Q. What should you do if you think that you might have taken the wrong amount of an OTC medicine?

A. Call your Poison Control Center. (1-800-222-1222)

Review Today’s Lesson

- Reading a label OTC Medicine Label
- Using the large OTC Medicine Label, review the different sections.

Read the Directions section together. Ask the students:

“Should this medicine be given to a child who is 4 years old?”

Why or why not?

(Answer: No. The directions say to ask a doctor for children who are under 6 years old.)

Read the Warnings box together. Ask the students:

“If you have a breathing problem and want to take this medicine, what should you do?”

(Answer: Ask a doctor before use.)

• Writing

Be Smart About Medicine List

Students should add any OTC medicines they take to their Be Smart About Medicine List. Students may have to complete this section at home.

Preview the Next Lesson

Write *Vitamins, Herbals and Minerals* on the flip chart.

To prepare for the next lesson, ask students to identify the different vitamins, herbals and minerals they have at home.



Today's Vocabulary	
overdose	symptom
Today's Kit	
Booklet - Your Over-the-Counter Medicine OTC Medicine Label Be Smart About Medicine List	

Lesson 5

Vitamins, Herbs and Minerals

Goal

Provide information about herbals, vitamins, and minerals
Describe how they relate to medicine

Objectives

At the end of the lesson, students will be able to:

1. Explain where to buy vitamins, herbals and minerals
2. List an example of a vitamin, herbal and mineral
3. Understand that these products should be included on a medicine list

Pre-Reading Discussion

Ask students to discuss why people take vitamins, herbals and minerals.

Previewing the Booklet

1. Have students look through the booklet and predict its content.
2. Introduce and define today's vocabulary. Have students add these words to their vocabulary list.
3. Ask students to read the booklet silently. Then, lead an oral reading of the booklet.

Guided Comprehension

Q. What are vitamins and minerals?

A. Vitamins and minerals are found naturally in most foods. Often people take them to supplement their diet and add to what they eat normally.

Q. What are herbals?

A. Herbal products have active ingredients taken from plants.

Q. Where are vitamins, herbals and minerals sold?

A. They are sold at drug stores, health food stores and supermarkets without a prescription.

Q. What are examples of vitamins, herbals and minerals?

A. Vitamin: Vitamin C is used to try to prevent colds.

Herbal: Ginseng is used for general health.

Mineral: Calcium is used for healthy bones.



Q. Do you need to tell the doctor or pharmacist if you are taking vitamins, herbals or minerals?

A. It is important to tell the doctor or pharmacist if you are taking any of these products.

They may affect the way medicine works in your body.

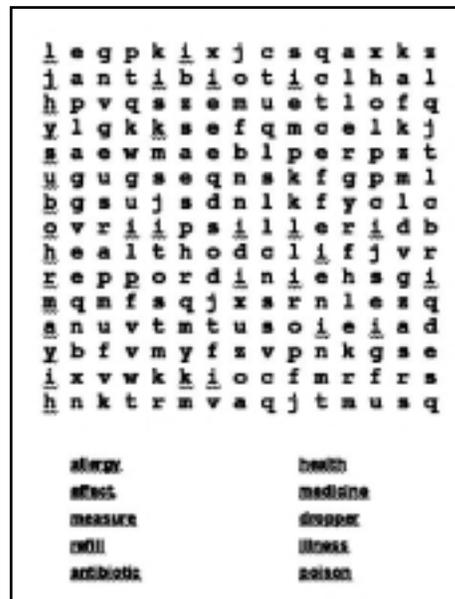
Word Study

Words that sound and look similar - affect / effect:

Explain that affect is an action verb and effect is the end result of an action.

Use the words in sentences.

Alcohol may *affect* the way medicine works.
One *effect* of too much alcohol is a headache.



Review Today's Lesson

- Reading

Be Smart About Medicine Word Find

Have students complete the Be Smart About Medicine Word Find.

- Writing

Be Smart About Medicine List

Students should add any vitamins, minerals and herbals they are taking to their Be Smart About Medicine List. Students may have to complete these sections at home.

Preview the Next Lesson

Write *Your Medical Appointment* on the flip chart.

To prepare for the next lesson, ask students to think about how they can get ready for a medical appointment.

Today's Vocabulary		
affect	effect	supplement
Today's Kit		
Booklet - Vitamins, Herbals and Minerals Be Smart About Medicine Word Find Be Smart About Medicine List	  	

Lesson 6

Your Medical Appointment

Goal

Provide information about preparing for and going to a medical appointment

Objectives

At the end of the lesson, students will be able to:

1. Identify two ways to get ready for a medical appointment
2. List two questions that may be asked during a medical appointment
3. Identify issues to discuss with the health care provider
4. Identify the information included on an appointment card

Pre-Reading Discussion

Ask students to think about a recent medical appointment.

Were they satisfied with the appointment? What went well? What did not go well?

Previewing the Booklet

1. Have students look through the booklet and predict its content.
2. Introduce and define today's vocabulary. Have students add these words to their vocabulary list.
3. Ask students to read the booklet silently. Then, lead an oral reading of the booklet.

Guided Comprehension

Q. What should you do to get ready for a medical appointment?

A. 1) Write down your symptoms. 2) Write down any medicines you are taking.
3) Write down the questions you want to ask. 4) Take the information with you.

Q. What are some questions that you may be asked during your visit?

A. You may be asked about:

- ~ your past illnesses
- ~ the health problems in your family
- ~ what operations you have had
- ~ any allergies that you may have

It is possible you may already have the answers for these questions. You may need to ask family members or check past medical records. You can write the answers directly into the booklet.

Q. What should you discuss with your health care provider during your visit?

A. You should talk about the reasons for your visit. Tell him or her about your symptoms, the medicines you are taking and any changes in your health.

Be sure to review your medicine list with the doctor or nurse during the appointment.

Q. If you do not understand some of the information, what should you do?

A. You should ask questions if you do not understand the information you are given. If you have questions after you leave, call the doctor or nurse.

Q. What should you do before you leave the office?

A. You should schedule a follow-up visit, if needed, and ask for an appointment card.

Review Today's Lesson

• Listening/Reading Nurse Susan's List of Questions
Cassette Tape: Students read, listen to the questions and circle *yes* or *no* on the activity sheet.

• Writing Booklet - Your Medical Appointment
 Ask students to write their answers to the questions listed in the box in the booklet.

• Numeracy Sample Appointment Card
 Look at the Sample Appointment Card.

What is the month and day of your next appointment?
 (Answer: Monday, June 10, 2002)

What telephone number would you call to make changes to the appointment?
 (Answer: 212-333-5555)

Post Test Post Test Questions and Survey

Explain that this is the last lesson. Distribute the post test questions and survey to the students.

Read each question aloud and ask the students to circle the correct answer (*true* or *false*).

Read the "Student Satisfaction Questions" aloud and ask students to check as many as apply.

Today's Vocabulary	
appointment	
Today's Kit	
Booklet - Your Medical Appointment Cassette Tape Nurse Susan's List of Questions Sample Appointment Card Post Test Questions and Survey	   

Health Literacy Resources

There are many resources for those interested in learning more about the topic of health literacy. These are a few to consider for further reading:

Books

Doak CC, Doak LG, Root JH. Teaching Patients with Low Literacy Skills. Philadelphia: JB Lippincott Co. 1996.

Fadiman, A. The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures. New York: Farrar, Straus, and Giroux. 1997.

Websites

www.nlm.nih.gov/pubs/cbm/hliteracy.html Current Bibliographies in Medicine: Health Literacy. Provides a comprehensive bibliography of journal articles and websites covering a wide range of materials that deal with the issue of health literacy.

www.hsph.harvard.edu/healthliteracy Harvard School of Public Health-- Health Literacy Studies. The web site for the health literacy work done at the Harvard School of Public Health.

www.worlded.org/us/health/docs/comp Health and Literacy Compendium--World Education. An annotated list of materials developed including curriculum, stories and factbooks and bibliographies related to health literacy.

www.worlded.org/us/health/heal Health Education Adult Literacy (HEAL): Breast and Cervical Cancer-World Education. Website for the HEAL: BCC health literacy program.

www.ama-assn.org/ama/pub/category/3125.html American Medical Association-Health Literacy. The website of the AMA that discusses the issue of health literacy.

Articles

Berger D, Ingelas M, Myhre S, Mishler A. Developing health education materials for inner-city low literacy patients. Public Health Reports. 1994; 109(2):168-172.

Brownson K. Education Handouts: Are we wasting our time? Journal for Nurses in Staff Development. 1998;14(4):176-182.

Kiefer KM. Health Literacy: Responding to the need for help. Center on an Aging Society. Center for Medicare Education. February 2001. Available online at: www.medicareed.org/cmepublications.html.

Plimpton S, Root J. Materials and strategies that work in low literacy health communication. Public Health Reports. 1994;109(1):86-92.

Sissel PA, Hohn MD. Literacy and health communities: potential partners in practice. New Directions for Adult and Continuing Education. 1996; 70:59-71.

The National Work Group on Literacy and Health. Communicating with patients who have limited literacy skills. Journal of Family Practice. 1998;46(2):168-176.

Weiss BD, Coyne C. Communicating with patients who cannot read. N Engl J Med. 1997;337(4):272-274.

Williams MV, Parker RM, Baker DW, Parikh NS, et al. Inadequate functional health literacy among patients at two public hospitals. JAMA. 1995;274 (21): 1677-1682.

Glossary of Vocabulary Words

HELP Curriculum

allergy: abnormal, high sensitivity to particular substances that are ordinarily harmless. Common reactions include, but are not limited to, sneezing, watery eyes, hives, and itching.

antibiotic: medicine that kills or limits the growth and multiplication of bacteria and certain types of infections.

brand name: the name given by the company that makes the medicine. No other company can use the name.

child-resistant: packaging designed to keep children from easily opening potentially poisonous products such as medicines, cleaning products, and personal care items.

expiration date: the date prior to which the product can be expected to retain its full strength. Medicines should not be kept after the stated date.

generic drug name: the chemical name for the medicine no matter who makes it.

herbals: have active ingredients taken from plants. Sold over-the-counter as teas, foods, and supplements in tablet form.

medicine: everything in a pill, liquid, or cream including both active and inactive ingredients. Used to prevent, treat, control illnesses or replace something that is missing in the body.

minerals: found naturally in most foods. Often taken to supplement the diet.

over-the-counter medicine: medicine available without a prescription.

overdose: swallowing an excessive amount of a medicine.

pharmacist: person who dispenses prescription medicine and offers advice about both prescription and over-the-counter medications.

Poison Control Center: a hotline available 24 hours a day, 7 days a week. Pharmacists and nurses provide treatment advice about potential exposures to poisons. Available toll-free by calling 1-800-222-1222.

prescription medicine: medicine available only with an order from a doctor, nurse practitioner, physician assistant or dentist and dispensed by a pharmacist.

side effect: unintended effect on the body separate from the intended use for the medicine. Sometimes referred to as “adverse effect”.

supplement: something added to complete a thing, offset a deficiency or strengthen the whole.

symptom: possible evidence of a disease, side effect, or other change in condition that is apparent to the person experiencing it. For example, a headache.

vitamin: found naturally in most foods. Often used as a supplement to the diet. Available over-the-counter in the form of liquids and tablets.

ACTIVITY SHEETS

Calling the Poison Control Center

Role-Playing

Poison Specialist: New York City Poison Control Center. How may I help you?

JANE SMITH: I think my child just got into one of his medicines. What should I do?

Poison Specialist: Okay. First, I need some information. May I please have your name and telephone number – just in case we get disconnected.

JANE SMITH: My name is Jane Smith. My telephone number is 718-555-1222.

Poison Specialist: Okay. What happened?

JANE SMITH: I'm not sure. He had the bottle next to him and some was spilled on his shirt.

Poison Specialist: What was the product?

JANE SMITH: It was acetaminophen for children.

Poison Specialist: When did this happen? How long ago?

JANE SMITH: It just happened, I think. Maybe 5 or 10 minutes ago.

Poison Specialist: How old is the child and how much does he weigh?

JANE SMITH: He is 18 months old and he weighs 23 pounds.

Poison Specialist: How much do you think he drank? Was the bottle full?

JANE SMITH: It was a brand new bottle, and it's still more than half full.

Poison Specialist: Was he being treated with this medicine already?

JANE SMITH: No, no.

Poison Specialist: Let me calculate how much he drank according to his weight. Hmm. This is not considered harmful. Give him something to eat and drink. If he seems a little sleepy, that's okay. Don't be worried.

JANE SMITH: Thanks so much. I feel so much better.

Poison Specialist: Thanks for calling. If you want to call back with any questions, please don't hesitate.

JANE SMITH: Okay. Good-bye!

Poison Specialist: Goodbye.



Poison Control Center

Cloze Activity

The _____ Control Center is available 24 hours a day, 7 days a week. The toll-free number is 1-800-222-1222. You can call with questions about _____. All calls are free and private.

Some information you should know when you call is: the _____ and _____ of the person. You should know what was swallowed and how long ago it happened.



Poison

medicines

age

weight

Be Smart About Medicine List

Name _____ Date of Birth _____ Phone # _____

Name of Medicine, Vitamin, Herbal, or Mineral		What it looks like	What it is for	When to take it	How much to take	Take with or without food	Possible side effects	Prescribed by
Brand Name	Generic Name							

Allergies _____

Doctors' Names _____ Phone Number _____

Emergency Contact Information

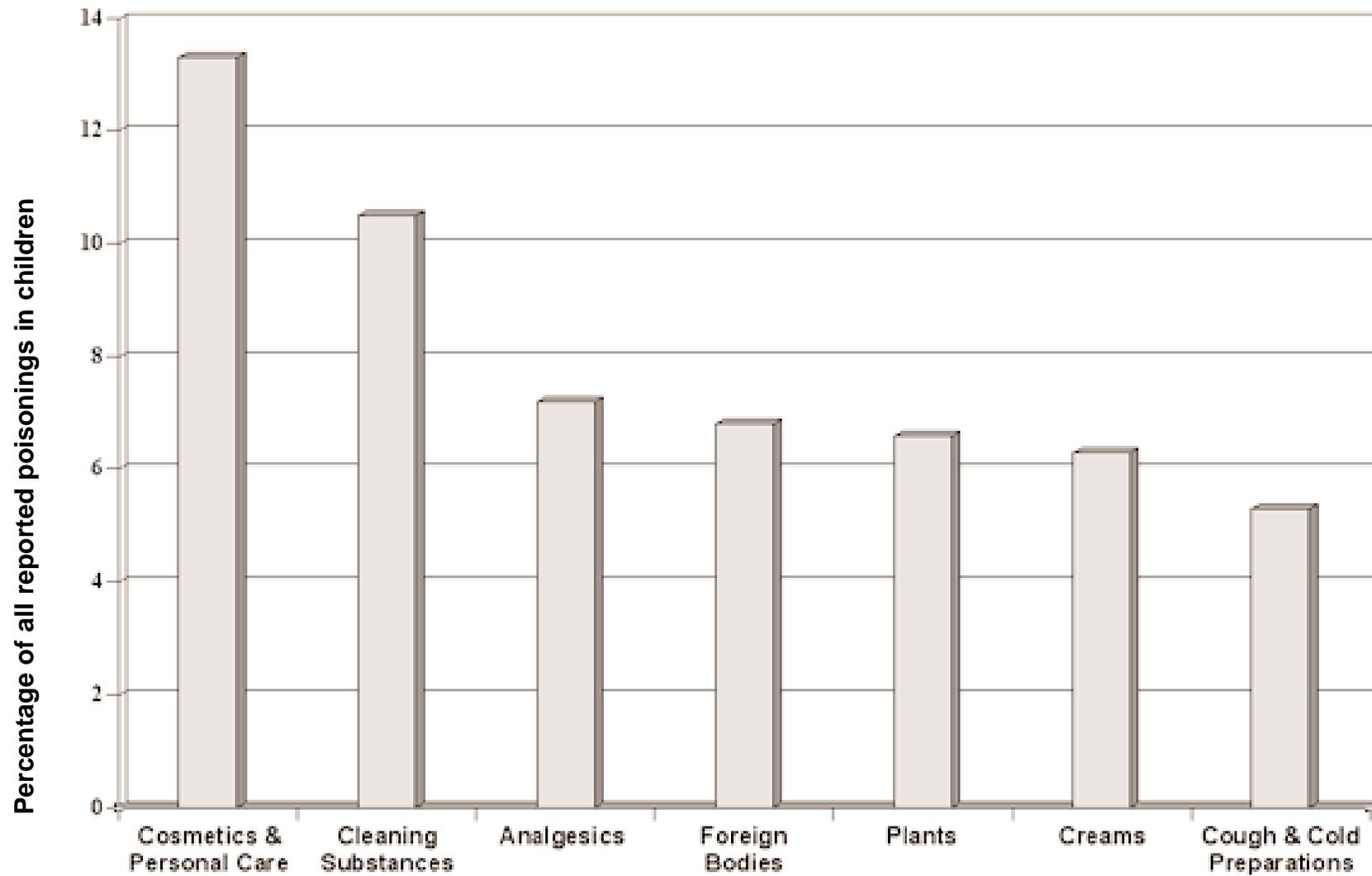
Name: _____ Relationship: _____

Phone: _____ (home) _____ (work)

Pharmacy Name _____ Phone Number _____

NYC Poison Control Center: 1-212-POISONS or 1-800-222-1222

Poisonings in Children (under 6 years old)



Choosing a Pharmacy

Cloze Activity

A pharmacist can become part of your health team. Here are a few things to think about when choosing a pharmacy.

- How _____ is it to my home?
- Is it open seven days a week, including _____?
- What hours is it _____?
- If I am too sick to go out, will it do _____-delivery?
- Does it accept my _____ plan?

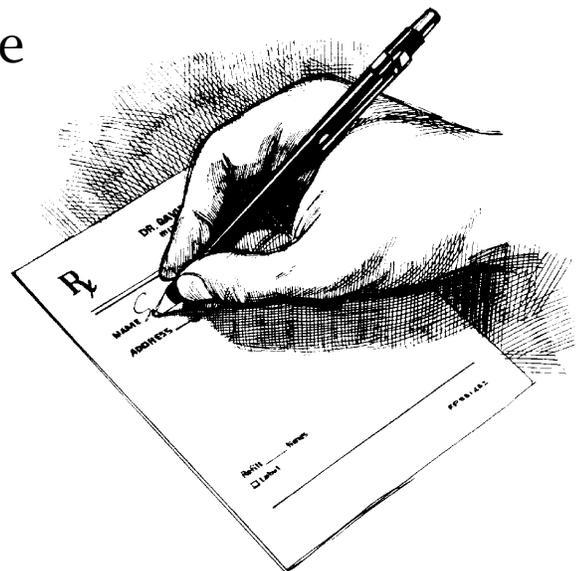
Sunday

health

home

open

close



Giving Medicine Safely to Children Cloze Activity

Children are not _____ adults. They need
_____ medicine than a mother or father. Write down
your child's _____ after each medical appointment.

Then, a pharmacist will be able to show you the right
_____ for your child. Don't take chances with your
child's _____!

dose

small

weight

less

health



Medicine Doses for Children



Children's Acetaminophen

		Infants' Concentrated Drops 80mg/.08ml	Children's Suspension Liquid 160mg/5ml	Children's Chewable Tablets 80 mg each	Junior Chewable Tablets 160 mg each
DOSE		Dropper	Teaspoon (TSP)	Tablet	Tablet
<i>Weight</i>	<i>Age</i>				
6-11 lbs	0-3 mos	1/2 = (0.4mL)			
12-17 lbs	4-11 mos	1 = (0.8mL)	1/2 (TSP)		
18-23 lbs	12-23 mos	1-1/2 = (0.8 + 0.4mL)	3/4 (TSP)		
24-35 lbs	2-3 yrs	2 = (0.8 + 0.8mL)	1 (TSP)	2	
36-47 lbs	4-5 yrs		1-1/2 (TSP)	3	
48-59 lbs	6-8 yrs		2 (TSP)	4	2
60-71 lbs	9-10 yrs		2-1/2 (TSP)	5	2-1/2
72-95 lbs	11 yrs		3 (TSP)	6	3
96 lbs & over	12 yrs				4

Prescription Medicine Label

City Pharmacy
65 Main Street
New York, NY 11325
555-555-5555

Your Name
Your Address

Dr. Smith

R_x: 240566

TAKE 1 TABLET AT BEDTIME

“Drug A” 5 MG Tablets

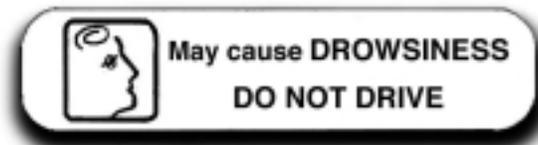
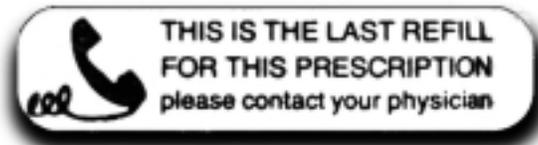
Refill 5 times before 06-09-2002

Quantity: 60

Date Filled: 06-09-2001

Expiration Date: 06-09-2002

Sample Stickers on Prescription Medicines



Mary's Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1 ✓	2 ✓ Doctor's appointment 2 PM	3 ✓ Start pills here.	4	5	6
7	8	9	10	11	12	13
14	15	16 Follow-up Doctor's appointment 10:30 AM	17	18	19 Jessie's Birthday!	20
21	22	23	24	25	26	27
28	29	30	APRIL My doctor's phone number - 555-1111 My pharmacist phone number - 555-2222			

On April 2nd, Mary went to her doctor because she felt her heart was beating fast. He gave her a blood test. "You need a blood thinner." he said. "You need Warfarin. **Take one pill every other day for two weeks.**"

HELP Lesson 3

The next day Mary went to her pharmacy and bought Warfarin. She marked on her calendar the first day she took a pill.

Can you make a note on her calendar for each day Mary will need to take a pill? How many pills will she take in two weeks? _____

OTC Medicine Label

Drug Facts

Active Ingredient (in each tablet)

Purpose

Chlorpheniramine maleate 2 mg.....Antihistamine

Uses

temporarily relieves those symptoms due to hay fever or upper respiratory allergies

- sneezing
- runny nose
- itchy, watery eyes
- itchy throat

Warnings

Ask a doctor before use if you have

- glaucoma
- a breathing problem such as asthma
- trouble urinating due to an enlarged prostate gland

Ask a doctor or pharmacist before use if you are taking tranquilizers or sedatives.

When using this product

- you may get drowsy
- avoid alcoholic beverages
- alcohol, sedatives, and tranquilizers may increase drowsiness
- be careful when driving a motor vehicle or operating machinery
- excitability may occur, especially in children

If pregnant or breast-feeding, ask a health professional before use.

Keep out of reach of children. In case of overdose, get medical help or contact a Poison Control Center right away.

Directions

adults and children 12 years and over

take 1-2 every 4 to 6 hours;
not more than 12 tablets in 24 hours

children 6 years to under 12 years

take 1 tablet every 4 to 6 hours;
not more than 6 tablets in 24 hours

children under 6 years

ask a doctor

Other information

- store at 20-25° C (68-77° F)
- protect from excessive moisture

Inactive Ingredients

D & C yellow no.10, lactose, magnesium stearate, pregelatinized starch

Be Smart About Medicine Word Find

l e g p k i x j c s q a x k z
j a n t i b i o t i c l h a l
h p v q s z e m u e t l o f q
y l g k k s e f q m c e l k j
s a e w m a e b l p e r p z t
u g u g s e q n s k f g p m l
b g s u j s d n l k f y c l c
o v r i i p s i l l e r i d b
h e a l t h o d c l i f j v r
r e p p o r d i n i e h s g i
m q m f s q j x s r n l e z q
a n u v t m t u s o i e i a d
y b f v m y f z v p n k g s e
i x v w k k i o c f m r f r s
h n k t r m v a q j t m u s q

allergy

health

effect

medicine

measure

dropper

refill

illness

antibiotic

poison

Nurse Susan's List of Questions

Which of the following questions would be asked at a medical appointment? Circle Yes or No.

How old are you? Yes No

Do you have any allergies? Yes No

Do you like the color pink? Yes No

Do you smoke? Yes No

Do you like to go to the movies? Yes No

What medicines do you take? Yes No

Have you noticed any changes Yes No
in the way you feel?



Sample Appointment Card

Your next appointment is on

Monday 6/10/02

at 3:00 PM

Dr. Smith
32 Main St.
New York, NY 12345

Bring x-rays

212.333.5555

PRE/POST TEST
and
ANSWER KEY

Answer Key
Pre/Post Test Questions—HELP Curriculum

1. It is important to include over-the-counter (OTC) medicines on your medicine list. (Introduction Lesson)

a. True

2. The toll-free number for the Poison Control Center is 1-800-222-1222. (Introduction Lesson)

a. True

3. It is important to ask about possible side effects from your medicine. (Lesson 1)

a. True

4. Medicine has two names—the brand name and the generic name. (Lesson 1)

a. True

5. It is a good idea to call medicine candy when giving it to children. (Lesson 2)

b. False

6. If you feel better before completing your prescription for antibiotics, you should stop taking the medicine. (Lesson 3)

b. False

7. If you are not sure which over-the-counter medicine to buy, you can ask the pharmacist. (Lesson 4)

a. True

8. The directions on over-the-counter medicines will tell you if it is safe for children. (Lesson 4)

a. True

9. Vitamins are sold without a prescription. (Lesson 5)

a. True

10. During your visit, you should discuss your symptoms with the doctor. (Lesson 6)

b. True

11. Vitamins, herbals, and minerals should be included on your medicine list. (Lesson 5)

a. True

12. It is important to make follow-up appointments before leaving the doctor's office. (Lesson 6)

a. True

13. It is not safe to take medicine that is two years past the expiration date. (Lesson 2)

a. True

14. If you are low on pills, it's a good idea to take half the doses until you can get refills. (Lesson 3)

b. False

15. If you run out of prescription medicine, you should check the label to see if there are refills. (Lesson 3)

a. True

Pre Test—HELP Curriculum

Demographic Information

Please complete information about yourself:

How old are you?_____ (exact number)

Are you: Male___Female___

Race/Ethnic Identity (Please check)

- Native American**
- Alaskan Native**
- Asian**
- Pacific Islander**
- African American**
- Afro-Caribbean**
- African**
- Latino/a**
- White (not Latino/a)**
- Other**

What was the highest grade of school completed? _____

How many years did you attend schools in the US? _____

Do you take care of children under the age of 21?

Yes___ No___

If yes, do they live with you? Yes_____ No_____

HELP Questions

Please circle True or False

- 1. It is important to include over-the-counter (OTC) medicines on your medicine list.**
a. True b. False

- 2. The toll-free number for the Poison Control Center is 1-800-222-1222.**
a. True b. False

- 3. It is important to ask about possible side effects from your medicine.**
a. True b. False

- 4. Medicine has two names—the brand name and the generic name.**
a. True b. False

- 5. It is a good idea to call medicine candy when giving it to children.**
a. True b. False

- 6. If you feel better before completing your prescription for antibiotics, you should stop taking the medicine.**
a. True b. False

7. If you are not sure which over-the-counter medicine to buy, you can ask the pharmacist.

- a. True b. False**

8. The directions on over-the-counter medicine will tell you if it is safe for children.

- a. True b. False**

9. Vitamins are sold without a prescription.

- a. True b. False**

10. During your visit, you should discuss your symptoms with the doctor.

- b. True b. False**

11. Vitamins, herbals, and minerals should be included on your medicine list.

- c. True b. False**

12. It is important to make follow-up appointments before leaving the doctor's office.

- d. True b. False**

13. It is not safe to take medicine that is two years past the expiration date.

- e. True b. False**

14. If you are low on pills, it's a good idea to take half the doses until you can get refills.

f. True

b. False

15. If you run out of prescription medicine, you should check the label to see if there are refills.

a. True

b. False

Post Test—HELP Curriculum

HELP Questions

Please circle True or False

- 1. It is important to include over-the-counter (OTC) medicines on your medicine list.**
a. True b. False

- 2. The toll-free number for the Poison Control Center is 1-800-222-1222.**
a. True b. False

- 3. It is important to ask about possible side effects from your medicine.**
a. True b. False

- 4. Medicine has two names—the brand name and the generic name.**
a. True b. False

- 5. It is a good idea to call medicine candy when giving it to children.**
a. True b. False

6. If you feel better before completing your prescription for antibiotics, you should stop taking the medicine.

- a. True b. False**

7. If you are not sure which over-the-counter medicine to buy, you can ask the pharmacist.

- a. True b. False**

8. The directions on over-the-counter medicines will tell you if it is safe for children.

- a. True b. False**

9. Vitamins are sold without a prescription.

- a. True b. False**

10. During your visit, you should discuss your symptoms with the doctor.

- a. True b. False**

11. Vitamins, herbals, and minerals should be included on your medicine list.

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13. It is not safe to take medicine that is two years past the expiration date.

- a. True b. False**

14. If you are low on pills, it's a good idea to take half the doses until you can get refills.

- a. True b. False**

15. If you run out of prescription medicine, you should check the label to see if there are refills.

- a. True b. False**

Satisfaction/Reaction Questions

1. Overall, how did you feel about the Health Literacy Project? *Check (✓) as many as apply.*

- a. **It was a great experience**
- b. **I would like to attend more projects like this one**
- c. **I learned a lot about health topics**
- d. **It gave me information I will be able to use in the future**
- e. **It was OK**
- f. **It was not exactly what I needed**
- g. **I was somewhat disappointed**
- h. **I didn't learn anything new**
- i. **It was a waste of time**

2. Because of this project, do you feel more comfortable talking to your health care provider about your problems?

- I feel a lot more comfortable**
- I feel a little more comfortable**
- I feel about the same**

3. Because you participated in this project, are you more comfortable asking questions about the medicines you are taking?

- I feel a lot more comfortable**
- I feel a little more comfortable**
- I feel about the same**

4. Because of this project, are you more likely to pick up and read health materials when you visit your health care provider?

- Yes, definitely**
- Probably**
- Maybe**
- No**

5. Would you recommend participating in this project?

- Yes**
- No**