

Helping Older Adults Search for Health Information Online

A Toolkit for Trainers

from the National Institute on Aging



WELCOME TO MODULE 4: NIH Senior Health FAQs, Site Map, and Search Box



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

**NIH Senior Health FAQs, Site Map and
Search Box**

INTRODUCTION



MODULE 4: NIHSeniorHealth FAQs, Site Index and Search Box

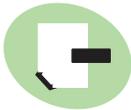
LESSON OVERVIEW



Lesson Goals

In this lesson, students will:

1. Recall how to use the **Home Page** and the **Health Topics A-Z** page to find health topics.
2. Recall how to use the special features (optional).
3. Learn how to use the **Frequently Asked Questions**.
4. Learn how to use the **Site Map**.
5. Learn how to use the **Search Box** to find aging-related health information on NIHSeniorHealth and on other reputable websites.
6. Learn how to sign up for free **Healthy Aging Tips**.
7. Learn how to find answers to health questions of personal interest.



Lesson Materials

In this lesson, students will need:

- **Handout 4A:** *Lesson Goals*
- **Handout 4B:** *Glossary**
- **Handout 4C:** *Donald and Alice Talk about Medicines (Acts I and II)*
- **Handout 4D:** *Medicines and You*
- **Handout 4E:** *Find Information Using FAQs*
- **Handout 4F:** *Find Information Using the Site Map*
- **Handout 4G:** *Find information Using the Search Box*
- **Handout 4H:** *Take Home Assignment*
- **Handout 4I:** *Lesson Review with Screen Shots*
- **Pens or pencils**



MODULE 4: NIHSeniorHealth FAQs, Site Index and Search Box



***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 ½ hours, with an optional stopping point at 90 minutes.
Includes 35 minutes of review material.



MODULE 4: NIHSeniorHealth FAQs, Site Index and Search Box

LESSON PREPARATION

Before the lesson, you should:



1. **Read over the entire lesson plan.** Also review the *Lesson Review with Screen Shots* handout to get a quick overview of what students will learn.
2. **Store the lesson plan** in a 3-ring binder to use while teaching.
3. **Make copies** of the handouts for students. To avoid distraction, we recommend that you wait to distribute the handouts until indicated in the lesson plan.
4. **Check out the links** that you and your students will be visiting in the lesson.

When you arrive in the classroom, you should:



5. **Write your name** and the title and level of the lesson on the board. [*Searching for Health Information Online – Lesson 4: NIHSeniorHealth FAQs, Site Index and Search Box – Beginning Students*]
6. **Make sure** your computer projector and students' computers are working and that there is Internet access.
7. **Set students' screens** to the **NIHSeniorHealth** home page at www.nihseniorhealth.gov.

You should also:



8. **Read *QuickTips for a Senior Friendly Computer Classroom*** at www.nihseniorhealth.gov/toolkit.
9. **Watch the short video *Introducing the Toolkit*** at www.nihseniorhealth.gov/toolkit.

MODULE 4: NIHSeniorHealth FAQs, Site Index and Search Box



LESSON STRUCTURE – Senior Friendly, Trainer Friendly



The senior-friendly lesson structure includes:

- **Set-up activities** to prepare students for learning.
- **Core activities** to teach the website features and how to navigate to them.
- **Practice activities** to let students apply web skills they have learned.
- **Reinforcement activities** to summarize and reiterate the learning.



The trainer-friendly lesson plan features:

- **An easy-to-read layout.**
- **Short, well-defined segments of teaching material per page.**
- **Clearly marked, scripted transition boxes at the top of each page** announcing the next learning point and ensuring a smooth transition between segments.
- **Suggested teaching times for each skill.**
- **Time checks and optional stopping points**, offering flexibility in total class length.
- **Helpful sidebars**, providing teaching and navigation tips and describing the purpose for activities.
- **Meaningful icons.**



MODULE 4: NIHSeniorHealth FAQs, Site Index and Search Box

LESSON STRUCTURE – Senior Friendly, Trainer Friendly

Important Note

In the discussions of health issues that may occur during class, refrain from offering medical advice or advocating specific treatments, physicians, hospitals, insurance plans, etc. Also, discourage this type of activity among students. Always emphasize that students should consult their health care providers about any medical information they may hear about in class or find on the Internet.

Icons Used in the Lesson Plan



Handout required



Trainer demonstrates with computer projector



Students navigate at their computers (with assistance if needed)



Indicates when a discussion should take place

MODULE 4: NIHSeniorHealth FAQs, Site Index and Search Box



REACHING THE OLDER STUDENT



To help your students grasp, apply, and retain the skills and information they are taught, be sure to:

- **Proceed slowly through the lesson.** Some older adults will take longer than younger people to get the knack of using the Internet. If you move too quickly, they may not be able to keep up. They need time to practice and to absorb new information.
- **Circulate to make sure students are following you.** Check students' screens frequently to make sure they are not lost. If possible, arrange to have one or more classroom assistants work with students individually during the lesson.
- **Speak slowly and repeat information as often as necessary.** Don't make assumptions based on students' age. They are learning new skills, and they will probably need to hear the information more than once to retain it.
- **Encourage questions.** Pause frequently to ask if there are questions. After soliciting questions, allow at least 10 seconds for students to formulate them.
- **Create a senior-friendly environment.** It is important to read *Quick Tips for a Senior Friendly Computer Classroom* for help on setting up the classroom to accommodate the needs of older adults.



These training techniques from the lesson can also help you be successful:

- **The use of scripted transition boxes** to announce each new segment helps the class stay focused and on track.
- **Presenting material in small, well-defined steps** makes it easier for students to grasp new skills and information.
- **Frequent summarizing and hands-on practice** helps students retain what they've learned.
- **Handouts and printed screen shots** help students understand and recall what is taught.
- **Group discussions and short dialogues** help put students at ease.

**NIH SeniorHealth FAQs, Site Map and
Search Box**

LESSON PLAN

OPENING COMMENTS

(5 Minutes)

“Welcome to **Lesson 4: NIHSeniorHealth FAQs** (Frequently Asked Questions) **Search Box, and Site Map**. (Pronounced N-I-H Senior Health.) My name is _____. (This is our classroom assistant_____.) Before we start the class, I’d like to review a few general points.”

Tell students the following:

1 This Lesson...

- Is intended for beginning students.
- Is the fourth in a series of nine lessons developed by the National Institute on Aging to help older adults learn to find accurate online health information on their own.

2 The NIHSeniorHealth website they will visit...

- Is sponsored by the National Institute on Aging and the National Library of Medicine, both part of the National Institutes of Health, or NIH.
- NIH is part of the U.S. Government’s Department of Health and Human Services.

3 Please be aware that...

- Online health information is in **no way meant to substitute for medical advice from a doctor**.
- In class discussions, students should **not** attempt to provide medical advice to classmates, however well-intentioned it may be.

4 Housekeeping Issues...

- Class will last about ___minutes with stretch break(s) lasting ___minutes.
- Bathroom breaks can be taken anytime. Restrooms are located_____.

5 Ask students if they have any questions.

INTRODUCTIONS (3 Minutes)

“Before we get started, let’s introduce ourselves.”

- 1** Introduce yourself, giving your name and your experience teaching computers and the Internet. If you have a classroom assistant or peer coach, introduce that person.
- 2** Ask students to give their names and tell whether they are at a beginning, intermediate, or advanced level with regard to their Internet experience.
- 3** If time permits, ask each student to tell something about his or her background (family, work, travels, education...), why they decided to take this class, and what they hope to learn.

Purpose of Activity

- Introductions help students feel more at ease.
- Sharing computer or Internet experience may help the class be patient with less experienced students who need more time with an activity.

CLASS PROCEDURES

(3 Minutes)

“Let’s talk for a moment about how the class will proceed. You will be learning new ways to use technology, and in order for everyone to be successful, here are some things we need to do.”

Tell students the following:

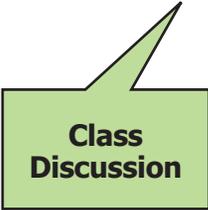
- 1 To make sure everyone grasps the information and learns the skills...**
 - We will proceed in a step-by-step manner and at a slow-to-moderate pace.
 - I (or my assistant) will circulate frequently during class to make sure everyone is keeping up with the lesson.
 - There will be plenty of hands-on practice activities to let you apply the skills that you learn.
 - There will be plenty of handouts to help you learn the skills while in class and to use as a reference once you leave class.
- 2 As students, you should...**
 - Feel free to raise your hand and ask a question if you do not understand something.
 - Feel free to ask me to repeat anything I’ve said.
 - Not worry about hurting the equipment because it is very sturdy.
 - Not worry about making mistakes because that is to be expected when learning a new technology.
 - Have a binder or folder to store the handouts you will receive.
- 3 Ask students if they have any questions about class procedures.**

Purpose of Activity

- To communicate expectations, put students at ease, and facilitate learning.

TAKE-HOME ASSIGNMENT (5 Minutes)

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



- 1** Restate the take-home assignment from Module 3.
 - Completing one of the practice activities on **Handout 3C**.
- 2** Ask students to share any new health information they found.
- 3** Ask students to share any problems they had navigating **NIHSeniorHealth** or finding the information they were searching for. Respond to their questions.

Note

- This activity assumes use of the previous module. If you did not teach that module, you can skip this activity.

Purpose of Activity

- Let’s you see how well students understood the previous lesson.
- Serves as a kind of icebreaker, promoting interactivity and discussion early in the class.
- Let’s you see what you might need to emphasize in the first parts of this lesson.

LESSON GOALS (2 Minutes)

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



Pass out **Handout 4A: Lesson Goals**.

- 1 Go over the handout with students.

Purpose of Activity

- Focuses students on what they will learn.
- Introduces goals that you can return to throughout the lesson.

INTERNET TERMS (5 Minutes)

“Before we actually get into the heart of the lesson, let’s review a few basic Internet terms.”



Pass out **Handout 4B: Glossary**

1 Knowing the meaning of these Internet terms will help students understand the lesson. In addition to reviewing new terms (marked with ***), you may wish to go over the terms from this list that were introduced in previous lessons to help students recall their meaning.



2 You may want to demonstrate the terms for students from your computer projector.

INTERNET TERMS

- 1 back arrow**
- 2 FAQs*****
- 3 link (or hyperlink)**
- 4 scroll**
- 5 scroll bar**
- 6 site map**
- 7 window**

Tips for Glossary Review

- Refer students to the page and item number of the term.
- Make sure students locate the term.
- Read, or have a student read, the definition aloud. Point out details in the illustration or on your computer screen.
- Tell students they will understand these terms better as they use them in the lesson.

REVIEW: THE HOME PAGE

(5 Minutes)

“Let’s start with **Goal 1** – reviewing how to use the **Home Page** and the **Health Topics A-Z** page on the **NIHSeniorHealth** website.”

1 Students’ screens should be set on the **Home Page** of **NIHSeniorHealth** at www.nihseniorhealth.gov.



2 Recall and point out for students:

- The purpose of the site (for adults 60 and older)
- The alphabetical list of health topics
- The categories of health topics
- The **Health Topics A-Z** link

3 Point out that they can use the **Health Topics A-Z** link at the top of each page to locate all of the health topics on the website.



4 Demonstrate as students navigate with you.

5 Show students how clicking on the **Health Topics A-Z** link takes them to the **Health Topics A-Z** page.

6 Scroll down the **Health Topics A-Z** page to reveal the health topics, arranged alphabetically.

7 Ask students if they have any questions.

8 Return to the **Home Page**.

REVIEW: SPECIAL FEATURES (optional) (5 Minutes)

“Now, for **Goal 2**. You will recall that **NIHSeniorHealth** has special features to make the information on the website easier for older adults to grasp. These features let you change the size of the text and change the color contrast of the page. The buttons for these features are found at the top of each page.”



1 Text Size

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

2 Contrast

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

SUMMARIZING

(2 Minutes)

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



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



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

- Using the **Home PageHealth Topics A-Z** link
- Using the special features (if presented)

2 Ask students if they have any questions.

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

TIME CHECK

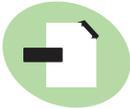
35 minutes elapsed; 1 hour, 20 minutes left.

Purpose of Activity

- Let’s students know what they should have grasped by this point in the lesson.
- Gives students another chance to ask questions about material already covered.
- Let’s you see what goals might need further explanation.
- Gives students a sense of accomplishment.
- Keeps the class on track.

TAKING MEDICINES (8 Minutes)

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



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

- 1** Ask two students to read the parts of Donald and Alice in **Act I**.
- 2** Ask students what important issues were raised in the dialogue.

Class Discussion

MEDICINES AND YOU (10 Minutes)

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



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

- 1** Ask students to complete the handout.
- 2** When they have finished, pair them up and ask them to share their answers to the questions with their partner.
- 3** Have each pair share with the class **one** important question they have about taking medicines.

Small Group Discussion

USING THE FREQUENTLY ASKED QUESTIONS (FAQS) (10 Minutes)

“Now, let’s move on to **Goal 3** – learning how to use the **Frequently Asked Questions** or **FAQs**. **FAQs** are a list of common questions and answers about a specific topic. Let’s look at the **Taking Medicines** topic and see what we find when we use the **FAQs**.”



- 1** Demonstrate as students navigate with you.
- 2** From the **Home Page** Ask students to click on the letter **“M”** and find the term **“Medications”**. Click on [“Taking Medicines”](#) to go to that topic.
- 3** Once there, ask them to go to the **Left Menu** and click on **Frequently Asked Questions**.
- 4** On the **FAQ** page, ask a student to read FAQ #1 aloud.
- 5** Have students mouse over the question. Point out that clicking on the question will reveal the answer.
- 6** Ask students to click on the question to find the answer.
- 7** Ask a student to read the answer aloud.
- 8** Show students how to return to the list of **FAQs** by clicking on [Return to list of Questions](#).
- 9** Let students scroll down the list of FAQs and click on another question of interest and read the answer silently.
- 10** Pair students up and ask them to share what they learned.

Short
discussion
in pairs

SUMMARIZING

(3 Minutes)

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



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

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

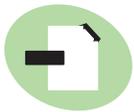
Purpose of Activity

- Let’s students know what they should have grasped by this point in the lesson.
- Gives students another chance to ask questions about material already covered.
- Let’s you see what goals might need further explanation.
- Gives students a sense of accomplishment.
- Keeps the class on track.

FIND INFORMATION USING FAQs

(10 Minutes)

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



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

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



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

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

Teaching Tip

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

Purpose of Priming

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

CHECKING FOR UNDERSTANDING

(8 Minutes)

“Let’s see what information you found that might address Alice’s concerns.”

Whole Class Discussion

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

OPTIONAL STOPPING POINT

**About 1 ½ hours elapsed;
about 60 minutes left.**

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

Purpose of Activity

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

THE SITE MAP

(10 Minutes)

“Let’s move on to **Goal 4** – learning how to use the **Site Map**. It’s like the index of a book, listing everything on a website in an outline or alphabetical format.”

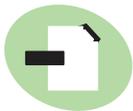


- 1** Demonstrate as students navigate with you.
- 2** From the “**Taking Medicines**” **FAQ** page, ask students to scroll to the bottom of the page and click on **Site Map**.
- 3** As they scroll down the **Site Map** page, point out the links to:
 - the **Home Page** ([Home](#))
 - the [About NIHSeniorHealth](#) page
 - the [health topics](#), listed alphabetically
 - the link to videos (at the end of the page)
- 4** Ask them to scroll up to the “**Taking Medicines**” topic.
- 5** Ask them to click on [Frequently Asked Questions](#) under “**Taking Medicines**.”

FIND INFORMATION USING THE SITE MAP

(10 Minutes)

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



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

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

Teaching Tip

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

Purpose of Priming

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

SUMMARIZING

(3 Minutes)

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



- 1** Demonstrate and summarize the following learning objective for **Goal 4**.
 - Learning to use the **Site Map**
- 2** Ask students if they have any questions.
- 3** Ask students to check off **Goal 4** on their handout.

Purpose of Activity

- Lets students know what they should have grasped by this point in the lesson.
- Gives students another chance to ask questions about material already covered.
- Lets you see what goals might need further explanation.
- Gives students a sense of accomplishment.
- Keeps the class on track.

USING THE SEARCH BOX

(10 Minutes)

“Now let’s take a look at another feature that is commonly found on websites – the **Search Box**. You can use the **Search Box** to type in words or phrases that you want information about.”



- 1 Demonstrate as students navigate with you.
- 2 Locate the **Search Box** in the upper right-hand corner of the page. Place the cursor in the **Search Box**.
- 3 Type the word **“eating”** into the search box, and hit “Enter” on your keyboard.
- 4 You will see a list of search results from topics on the NIHSeniorHealth website. The green link under each search result shows the website for that result.
- 5 Click on the first link and ask students to identify:
 - The name of the website (**NIHSeniorHealth**)
 - The health topic (**“Eating Well as You Get Older”** or **“Eating Safely”**)
- 6 Return to the list of search results by clicking on the back button (arrow) in the upper left-hand side of the page.
- 7 Type **“bone health”** into the **Search Box**.
- 8 This time you will see results from NIHSeniorHealth and other websites. Choose a result from a different website and click on it. Ask students to identify:
 - The name of the website they are on
 - The main title on the page
- 9 Return to the list of search results by clicking the back button

FIND INFORMATION USING THE SEARCH BOX (10 Minutes)

“Let’s practice using the **Search Box** to find information of interest to you.”

Pass out **Handout 4G: Find Information Using the Search Box.**



- 1** Depending on the level of the class, you can lead the students through the exercise as a group, with all students typing in the same term. Or, if the class is more advanced, students can do the activity in pairs or independently.
- 2** If students do the activity in pairs or independently, go over the steps on the handout beforehand to familiarize the class with the activity.
- 3** Review the answers with students.

Purpose of Priming

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

Teaching Tip

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

SUMMARIZING

(3 Minutes)

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



- 1** Demonstrate and summarize the following learning objective for **Goal 5**.
 - Learning to use the **Search Box** to find aging-related health information on **NIHSeniorHealth** and on other reputable websites.
- 2** Ask students if they have any questions.
- 3** Ask students to check off **Goal 5** on their handout.

Purpose of Activity

- Let’s students know what they should have grasped by this point in the lesson.
- Gives students another chance to ask questions about material already covered.
- Let’s you see what goals might need further explanation.
- Gives students a sense of accomplishment.
- Keeps the class on track.

SIGNING UP FOR HEALTHY AGING TIPS (OPTIONAL ACTIVITY)

(10 Minutes)

“If you have e-mail and would like to receive free tips on healthy aging from **NIHSeniorHealth** twice a week, here is how you can do it. This activity is **OPTIONAL**. Participate only if you are interested.”

- 1** (It is recommended that the instructor sign up for **Healthy Aging Tips** prior to the class to see the steps involved in the sign up process.)
- 2** Demonstrate the process for students while they watch.
- 3** On any page of the website, click on the **Sign Up** button near the top, just below the image of the bicyclists.
- 4** Follow the prompts to sign up.

WRAPPING UP

(3 Minutes)

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

1. Recalled how to use the **Home Page** and the **Health Topics A-Z** page to find health topics.
2. Recalled how to use the special features (optional).
3. Learned how to use the **Frequently Asked Questions**.
4. Learned how to use the **Site Map**.
5. Learned how to use the **Search Box** to find aging-related health information on NIHSeniorHealth and on other reputable websites.
6. Learned how to sign up for free **Healthy Aging Tips**. (optional)
7. Learn how to find answers to health question of personal interest.

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



Pass out **Handout 4I: 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 the handout as a reference when practicing the skills they learned in this lesson.

Purpose of Activity

- Summarizes all of the Learning Goals for the lesson.
- Gives students a visual map of the lesson to remind them of the web pages visited and the skills learned.

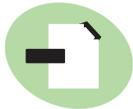
WRAPPING UP (contd.)

(5 Minutes)

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

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

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



- 1** Pass out **Handout 4H: Take Home Assignment.**
- 2** Go over the steps in the handout.
- 3** Ask students for the address of the **NIHSeniorHealth** web site.
Answer: www.nihseniorhealth.gov.
- 4** Remind them that the address of the website can be found at the bottom of their handouts

Teaching Tip

- You may wish to write the take-home assignment and URL for **NIHSeniorHealth** on the board.

**NIH Senior Health FAQs and Site Index
HANDOUTS**

HANDOUT 4A: Lesson Goals

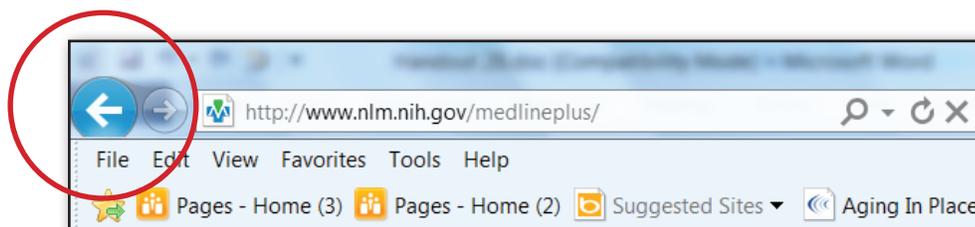
During this lesson, you will:

- 1 Recall how to use the **Home Page** and **Health Topics A-Z page** to find health topics.
- 2 Recall how to use the special features (optional).
- 3 Learn how to use the **Frequently Asked Questions**.
- 4 Learn how to use the **Site Map**.
- 5 Learn how to use the **Search Box** to find health information on **NIHSeniorHealth** and on other reputable websites.
- 6 Learn how to sign up for free **Healthy Aging Tips**.
- 7 Learn how to find answers to health questions of personal interest.

HANDOUT 4B: Glossary

1 Back Arrow

This arrow 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 have seen. (Sometimes called the back button.)



2 FAQs

Stands for Frequently Asked Questions. These are commonly asked questions and answers that appear on many websites. Clicking on the question reveals the answer.

Eating Well As You Get Older

Frequently Asked Questions

1. [How can eating well help me stay healthy?](#)
2. [What kinds of foods are the healthiest?](#)
3. [What are calories and how many should I consume each day?](#)
4. [What amounts of food should I eat?](#)
5. [What kinds of vegetables should I eat?](#)
6. [What kinds of fruits should I eat?](#)
7. [What kinds of grains should I eat?](#)
8. [What are whole-grain foods?](#)
9. [How do I know if a food is whole grain?](#)
10. [What are the benefits of eating vegetables, fruits, and grains?](#)
11. [What are some sources of protein?](#)

HANDOUT 4B: Glossary

3 Link (or hyperlink)

A highlighted or underlined feature on a web page that, when clicked, will take you to another web page. A link most often appears as underlined words or an image.

One sure way to tell if something is a link or not: Whenever your cursor turns into a pointing hand, the image or word you are pointing to is a link.



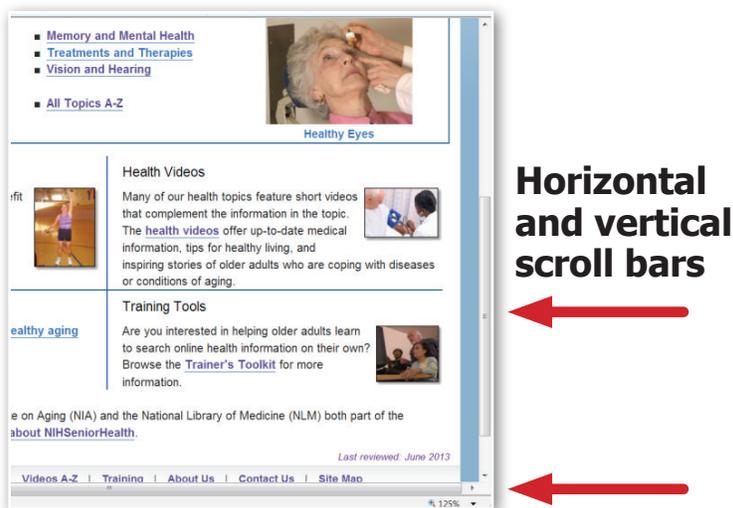
4 Scroll

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

HANDOUT 4B: Glossary

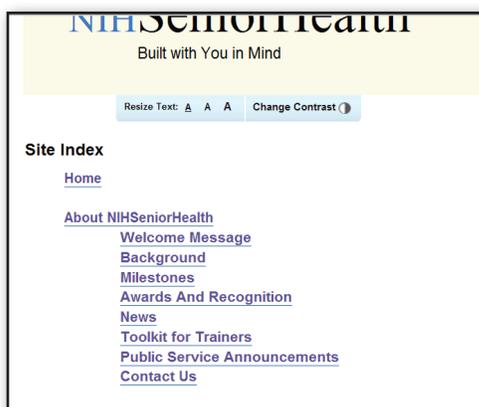
5 Scroll Bar

A narrow, rectangular bar on the right edge and bottom edge of a web page that lets you move the page to see more of the information it contains. The scroll bar on the right moves the web page up and down, and the scroll bar on the bottom moves the web page right and left.



6 Site Map

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



HANDOUT 4B: Glossary

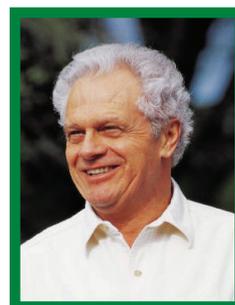
Window

A framed area of a computer screen that appears in front of the web page. Sometimes the appearance of a window means that you have entered another website. At other times, it means you may still be on the same website.



HANDOUT 4C: Donald and Alice Talk About Medicines

ACT I



Alice:_ Answering phone) Hello?

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

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

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

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

Donald: What?

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

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

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

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

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

Alice: _ That's happened to me too.

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

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

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

Alice: _ That would be great!

ACT II

Donald: _ (Answering phone) Hello?

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

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

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

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

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

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

Donald: _ Well, maybe you –

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

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

HANDOUT 4D: Medicines and You

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

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

(a) _____

(b) _____

HANDOUT 4E: Find Information Using FAQs

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

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

1 On the **FAQ** page of the **Taking Medicines** topic, scroll down to question #8 ("How can I remember all the details about a new medicine the doctor prescribes for me?") and click on the question to see the answer.

2 Read the answer.

3 What is **one** thing Alice can do to make sure she has the information she needs about her new medication?

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

HANDOUT 4E: Find Information Using FAQs

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

5 On the **FAQ** page, scroll down to question #14 ("Why do some medicines need to be taken with meals?") and click on the questions to see the answer.

6 Read through the answer.

7 What is **one** reason some medications should be taken with food?

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

HANDOUT 4F: Find Information Using the Site

- 1 Return to the **Site Map** by clicking on the **Site Map** button at the bottom of the page.
- 2 On the **Site Map** page, scroll down to **Creating A Family Health History**.
- 3 Click on [Why Create a Family Health History?](#)
- 4 Read the first page you come to.
- 5 What is a family health history and how can it benefit you?

- 6 Return to the **Site Map** by clicking on the **Site Map** button at the bottom of the page.
- 7 Scroll down to the **Sleep and Aging** topic.
- 8 Click on [Frequently Asked Questions](#).
- 9 Go to question #8: "What are the most common sleep disorders among older adults?"
- 10 Click on the question to see the answer.
- 11 Read the answer and respond to this question: What is **one** common sleep disorder among older adults? _____
- 12 Click on [Return to list of Questions](#) to return to the list of **Frequently Asked Questions**.
- 13 Click on the **Site Map** button at the top of the page to return to the **Site Map**.

HANDOUT 4G: Find Information Using the Search box

- 1** Locate the **Search Box** in the upper right-hand corner of the page.
- 2** Place the cursor in the **Search Box**.
- 3** Type in a health-related word or phrase that you are interested in.
- 4** Hit the **Enter** button on your keyboard. A list of search results will appear on the screen.
- 5** Choose a link from the search results and click on it.
- 6** Write down the name of the website and the subject matter.

- 7** Return to the list of search results by clicking on the **Back Button** (arrow) in the upper left-hand corner of the screen.
- 8** Repeat the exercise (steps 1 – 7) using another health-related term or phrase.
- 9** Be prepared to share with the class:
 - a)** New health information you discovered
 - b)** Your experience using the Search Box and search results to find health information (i.e., problems, interesting discoveries, etc.)

a) _____

b) _____

HANDOUT 4H: Take Home Assignment

Directions: You may do one or all of the following activities

Activity One: Using the Frequently Asked Questions (FAQs)

- 1** Go to the **NIHSeniorHealth** website at www.nihseniorhealth.gov.
- 2** Click on the **Health Topics A-Z** button at the top of the page.
- 3** Scroll down to a topic of interest to you and click on it.
- 4** On the **Left Menu**, click on [Frequently Asked Questions](#) (FAQs).
- 5** On the **FAQ** page, click on a question you would like to have answered.

Write down something you learned:

Activity Two: Using the Site Map

- 1** Go to the **NIHSeniorHealth** website at www.nihseniorhealth.gov.
- 2** Click on the **Site Map** at the bottom of the page.
- 3** Scroll to a topic of interest to you and click on it, OR click on a link under that topic.
- 4** Read the information on the page you come to.
- 5** Write down something you learned:

HANDOUT 4H: Take Home Assignment

Activity Three: Using the Search Box

- 1** Go to the **NIHSeniorHealth** website at www.nihseniorhealth.gov.
- 2** Place your cursor in the **Search Box** on the upper right-hand side of the page.
- 3** Type in a health-related word or phrase that you're interested in knowing more about.
- 4** Hit the **Enter** button on your keyboard (or click on [GO](#) next to the **Search Box**).
- 5** You will see a list of search results. Click on one that interests you.
- 6** What is the name of website?
- 7** What is the title of the page?
- 8** What did you learn?

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

NIH Senior Health FAQs and Site Index

LESSON REVIEW WITH SCREEN SHOTS

Handout 4I

How to Use this Handout

- Use this handout to help you review the lesson.
- The screen shots (pictures of web pages) will help you recall the places you visited in class, and the descriptions will remind you of the navigation skills you learned.
- You may wish to refer to this handout when searching the website you visited in class.
- If you have questions about how to navigate any of these pages, write your questions in the spaces provided and bring them to the next class.

LESSON REVIEW NIHSeniorHealth FAQs, Site Map and Search Box

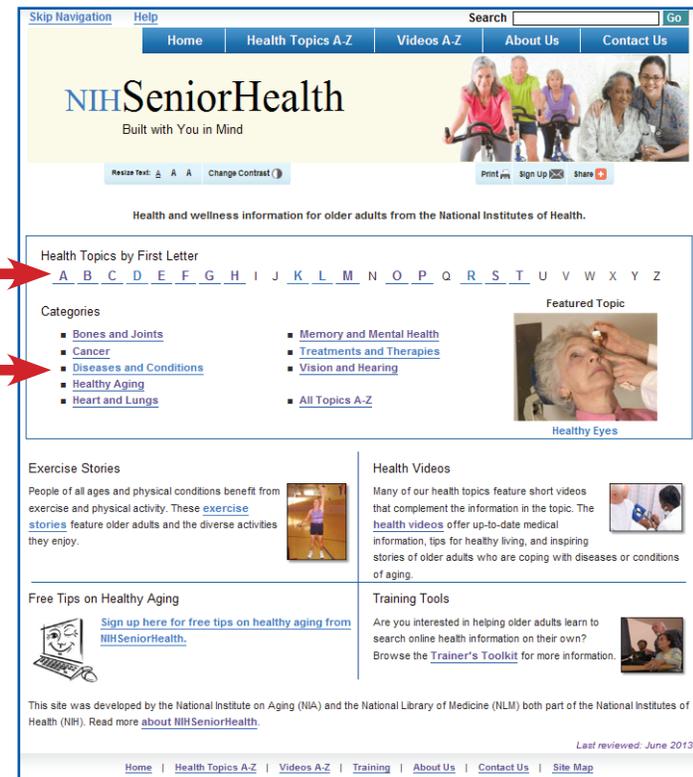
1 You went to the **NIHSeniorHealth** website at www.nihseniorhealth.gov.

On the Home Page, you learned that health topics are organized by:

- **first letter** of the alphabet and
- by **category**

ANY QUESTIONS? LIST THEM HERE

Screen Shot 1: Home Page

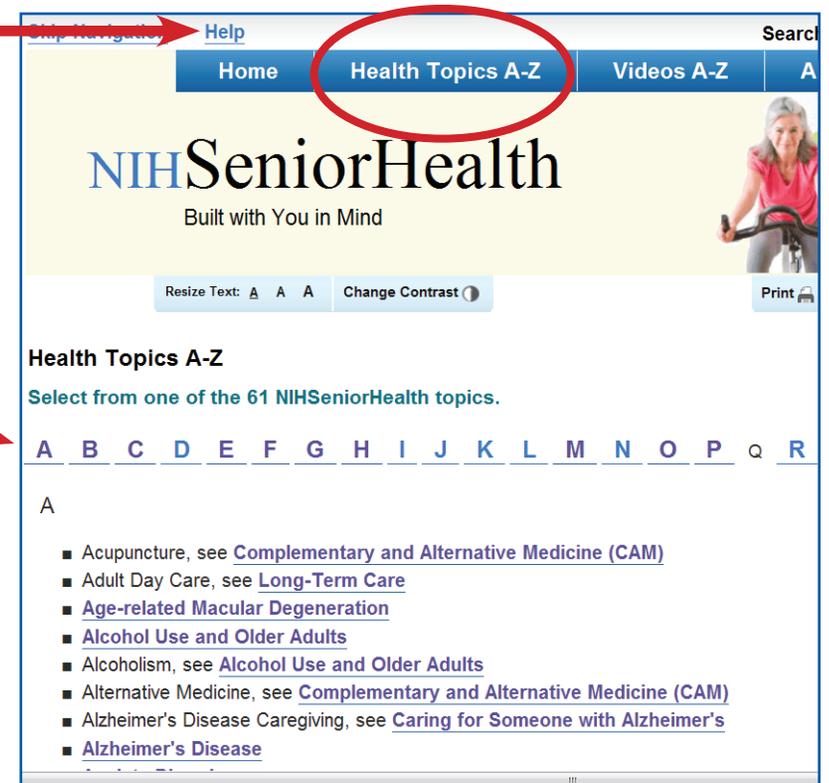


LESSON REVIEW NIHSeniorHealth FAQs, Site Map and Search Box

2 You recalled how to use the **Health Topics A-Z** link located at the top of every page.

Clicking on the **Health Topics A-Z** link – available on every page of the website – always leads you to this page, where you can find a list of all of the topics on the website, organized alphabetically.

Screen Shot 2: **Health Topics A-Z Page**



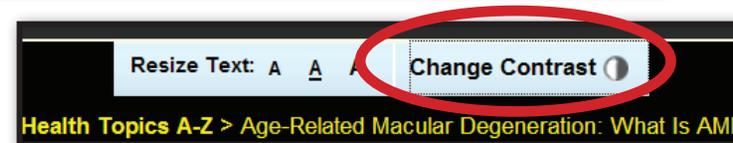
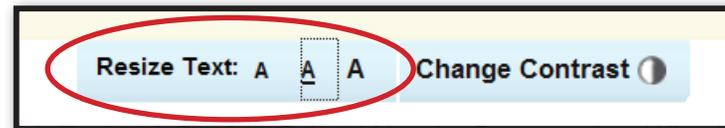
ANY QUESTIONS? LIST THEM HERE

LESSON REVIEW NIHSeniorHealth FAQs, Site Map and Search Box

Screen Shot 3: Special Features

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

- To make the **text larger**, click one of the **"A's"** on the [Resize Text](#) button.
- To increase the **color contrast**, click on the [Change Contrast](#) button.



ANY QUESTIONS? LIST THEM HERE

LESSON REVIEW NIHSeniorHealth FAQs, Site Map and Search Box

You clicked on the letter “M” on the **Home Page** to get to the alphabetical list of health topics.

You scrolled down to “Medications” and then were directed to click on the link to the [Taking Medicines](#) topic.

Screen Shot 4: List of Links to Health Topics

The screenshot shows a list of health topics under the letter 'M'. The topics are:

- [Long-Term Care](#)
- [Low Vision](#)
- [Lung Cancer](#)
- Lung Disease, see [COPD](#)

M

- Macular Degeneration, see [Age-related Macular Degeneration](#)
- [Medicare and Caregivers](#)
- [Medicare and Continuing Care](#)
- [Medicare Basics](#)
- [Medicare Prescription Drug Coverage](#)
- Medication Misuse, see [Prescription and Illicit Drug Abuse](#)
- Medications, see [Taking Medicines](#)

N

- Nursing Homes, see [Long-Term Care](#)
- Nutrition, see [Eating Well As You Get Older](#)

O

- Obsessive Compulsive Disorder (OCD), see [Anxiety Disorders](#)
- [Older Drivers](#)
- [Osteoarthritis](#)
- Osteoarthritis, see [Hip Replacement; Osteoarthritis](#)

ANY QUESTIONS? LIST THEM HERE

LESSON REVIEW NIHSeniorHealth FAQs, Site Map and Search Box

In the **Taking Medicines** topic, you went to the **Left Menu** and clicked on [Frequently Asked Questions](#), also known as FAQs.

Screen Shot 5: **Link to Frequently Asked Questions**



ANY QUESTIONS? LIST THEM HERE

LESSON REVIEW NIHSeniorHealth FAQs, Site Map and Search Box

On the **Frequently Asked Questions**, or **FAQ** page, you scrolled down the list of questions.

To find an answer to a question, you clicked on the question itself.

ANY QUESTIONS? LIST THEM HERE

Screen Shot 6: **List of FAQs**

The screenshot shows a navigation menu on the left and a list of 25 frequently asked questions on the right. The 'Frequently Asked Questions' link in the 'Taking Medicines' section is circled in red. The questions listed are:

1. [What is the difference between prescription drugs and over-the-counter drugs?](#)
2. [After you swallow a pill or capsule, what happens to it?](#)
3. [How does the body get rid of medicines?](#)
4. [What is an active ingredient?](#)
5. [What should I know about the active ingredients in the products I take?](#)
6. [Does aging affect how the body processes medicine?](#)
7. [Do medicines work the same in all people?](#)
8. [How do genes affect how people respond to drugs?](#)
9. [How can I remember all the details about a new medication for me?](#)
10. [How can I remember when to take all the different medications I have prescribed for me?](#)
11. [Should I inform my doctor and/or pharmacist about all the medications I am taking?](#)
12. [If I have questions about my medicine after I leave the pharmacy, should I do?](#)
13. [What are some tips for taking medicines properly?](#)
14. [Why do some medications need to be taken with meals?](#)
15. [Should all medicines be taken with food?](#)
16. [What are drug interactions?](#)
17. [What are side effects?](#)
18. [What are some ways to avoid side effects?](#)
19. [What is the "grapefruit juice effect?"](#)
20. [If I feel better, can I stop taking the medication myself?](#)
21. [What's the best place to store my medications?](#)
22. [How can doctors be sure new drugs work as they should?](#)
23. [What are clinical trials and who conducts them?](#)
24. [Are there risks involved in participating in clinical trials?](#)
25. [Are researchers working on developing new medications?](#)

LESSON REVIEW NIHSeniorHealth FAQs, Site Map and Search Box

7 You read the answer to the question you had clicked on.

To return to the list of FAQs, you clicked on [Return to list of Questions.](#)

Screen Shot 7: **Answer to a FAQ**

In This Topic	Taking Medicines
Drugs In The Body	Frequently Asked Questions
Side Effects	1. What is the difference between prescription drugs and
Taking Medicines Safely	There are two types of medications: drugs your doctor p prescription drugs, and those you can get without a doct counter drugs. It is important to realize that over-the-cou different substances such as vitamins and minerals, herb laxatives, cold medicines, and antacids.
Managing Your Medicines	Return to list of Questions
Testing Medicines	
How Clinical Trials Work	
Personalized Medicines	
→ Frequently Asked Questions	

ANY QUESTIONS? LIST THEM HERE

LESSON REVIEW NIHSeniorHealth FAQs, Site Map and Search Box

You learned how to find the link to the **Site Map** by scrolling to the bottom of any page on the website.

You clicked on the link for the **Site Map**.

Screen Shot 8: **Link to Site Map**

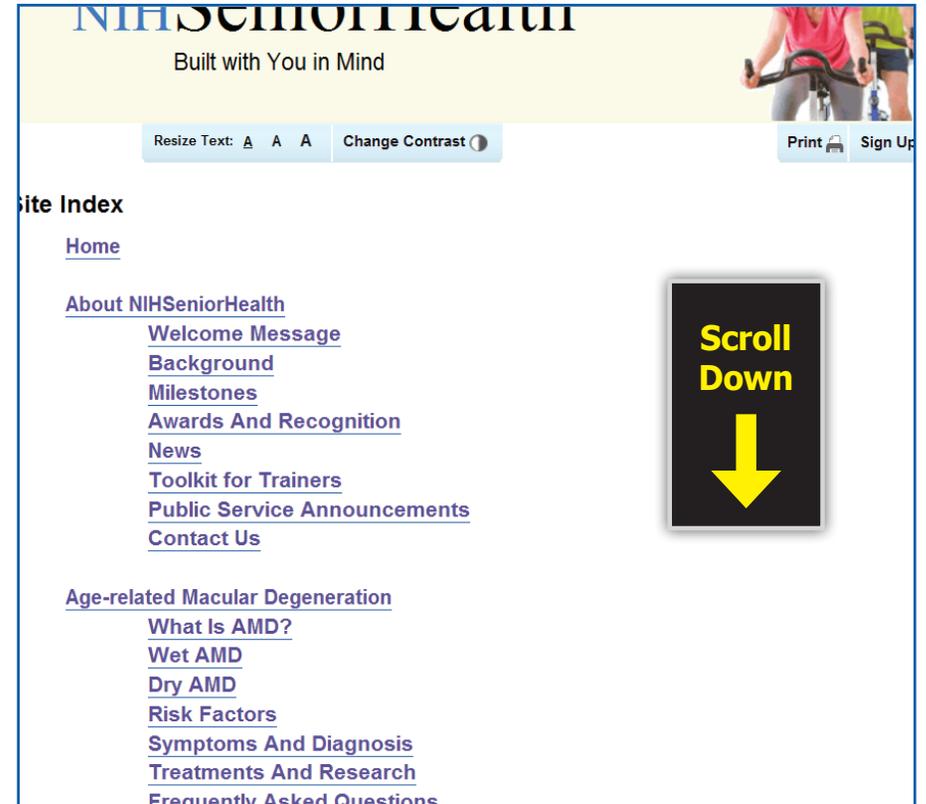


ANY QUESTIONS? LIST THEM HERE

LESSON REVIEW NIHSeniorHealth FAQs, Site Map and Search Box

On the **Site Map**, you scrolled down the alphabetical list of topics, which also included links to specific sections within each topic.

Screen Shot 9: **Site Map (Index)**



ANY QUESTIONS? LIST THEM HERE

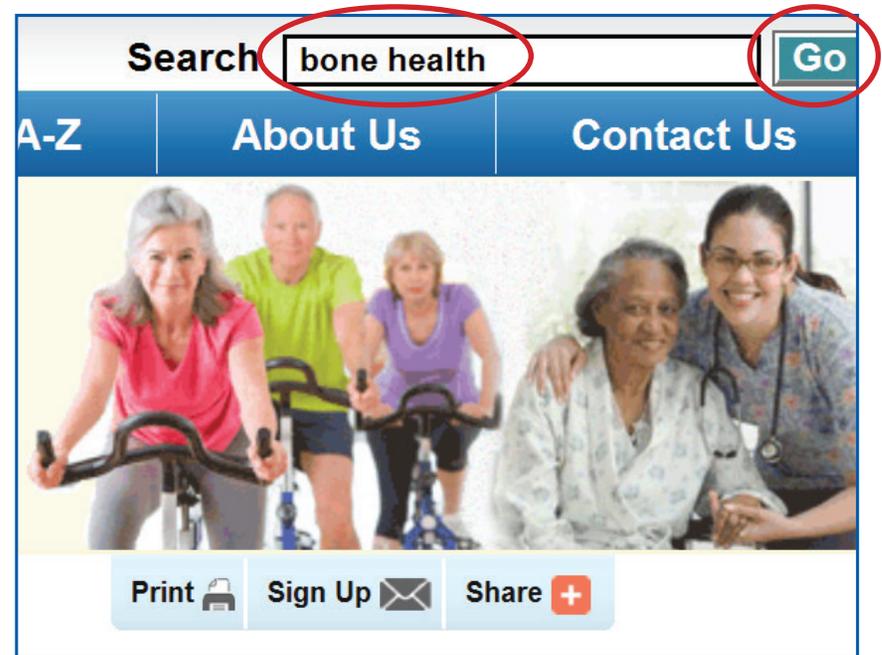
LESSON REVIEW NIHSeniorHealth FAQs, Site Map and Search Box

You went to the **Search Box**, which is located at the top of every page on the website. You placed your cursor in the box and typed in "bone health."

You hit **Enter** on your keyboard to see the search results. (Or, you clicked on [GO](#) next to the **Search Box**.)

ANY QUESTIONS? LIST THEM HERE

Screen Shot 10: **Search Box**

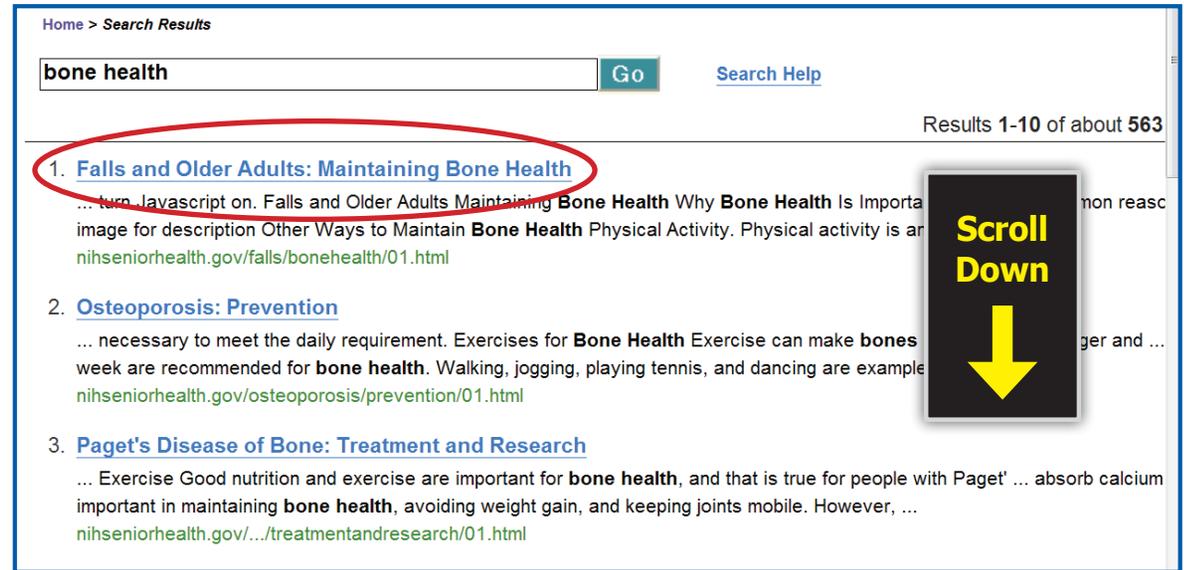


LESSON REVIEW NIHSeniorHealth FAQs, Site Map and Search Box

You saw the search results, which are links to websites with information about the term you typed into the **Search Box**.

You scrolled down the list and clicked on a link which took you to a website with information about bone health.

Screen Shot 11: **Search Results**



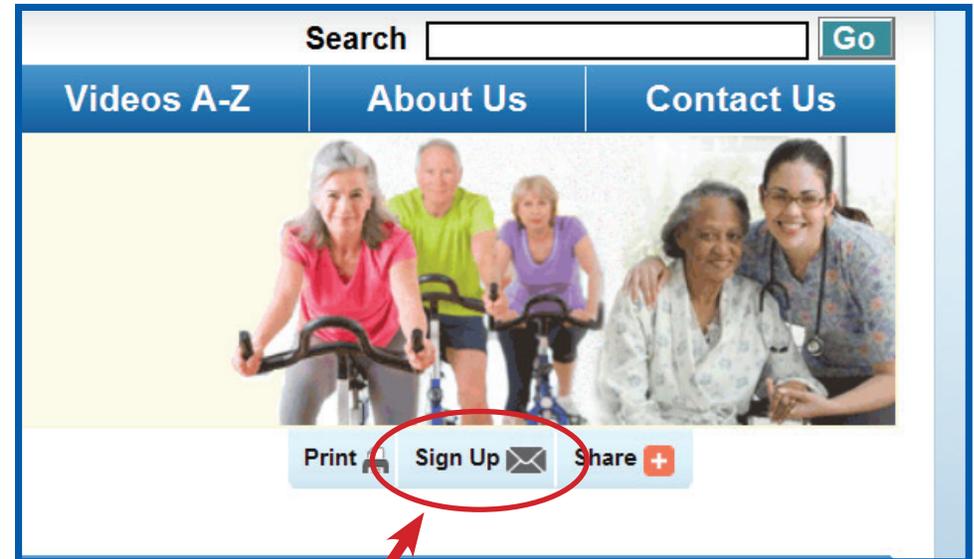
ANY QUESTIONS? LIST THEM HERE

LESSON REVIEW NIHSeniorHealth FAQs, Site Map and Search Box

You found the **Sign Up** button, located on every page, near the top.

Clicking on this button allows you to sign up to receive free [Healthy Aging Tips](#) from **NIHSeniorHealth** in your e-mail twice a week.

Screen Shot 12: **Sign Up Button**



ANY QUESTIONS? LIST THEM HERE
