

Helping Older Adults Search for Health Information Online

A Toolkit for Trainers

from the National Institute on Aging



WELCOME TO MODULE 7: MedlinePlus Drugs and Supplements, Medical Encyclopedia



In this module, you will find

- An introduction
- A lesson plan for the trainer
- Handouts for students



To teach the module, you will need

- A PC with Internet access for each student and the trainer
- A computer projector and a screen
- A 3-ring binder to store materials



To get started, you should

- Read the Introduction
- Read and print out the lesson plan and insert it in a binder
- Print out and make copies of the handouts for students

Questions or comments about the Toolkit? Contact the National Institute on Aging at (301) 496-1752 or e-mail daileys@nia.nih.gov

**MedlinePlus Drugs and Supplements,
Medical Encyclopedia
INTRODUCTION**



MODULE 7: MedlinePlus Drugs and Supplements, Medical Encyclopedia

LESSON OVERVIEW



Lesson Goals

In this lesson, students will:

1. Recall the main features of the **MedlinePlus Home Page**.
2. Learn how to find information on drugs on the **Drugs and Supplements Page**.
3. Learn how to find information on supplements on the **Drugs and Supplements Page**.
4. Learn how to use the **Medical Encyclopedia**.
5. Find answers to health questions of personal interest.



Lesson Materials

In this lesson, students will need:

- **Handout 7A:** *Lesson Goals*
- **Handout 7B:** *Glossary**
- **Handout 7C:** *Thinking about Medical Issues*
- **Handout 7D:** *Find Information on a Drug*
- **Handout 7E:** *Find Information on a Supplement*
- **Handout 7F:** *Search for Your Own Medication or Supplement*
- **Handout 7G:** *Lesson Review with Screen Shots*
- **Pens or pencils**

***This glossary only includes Internet terms relevant to this lesson. An alphabetical list of all glossary terms introduced in the nine Toolkit lessons is available online at www.nihseniorhealth.gov/toolkit.**



Lesson Length

This lesson should last:

Approximately 2 hours, with an optional stopping point at 60 minutes.



MODULE 7: MedlinePlus Drugs and Supplements, Medical Encyclopedia

LESSON PREPARATION

✓ Before the lesson, you should:

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

✓ When you arrive in the classroom, you should:

- Write your name** and the title and level of the lesson on the board.
[Searching for Health Information Online – Lesson 7: MedlinePlus Drugs & Supplements, Medical Encyclopedia – Intermediate Students]
- Make sure** your computer projector and students' computers are working and that there is Internet access.
- Set students' screens** to the **MedlinePlus** home page at www.medlineplus.gov.

✓ You should also

- Read** *Quick Tips for a Senior Friendly Computer Classroom* at www.nihseniorhealth.gov/toolkit.
- Watch the short video** *Introducing the Toolkit* at www.nihseniorhealth.gov/toolkit.

MODULE 7: MedlinePlus Drugs and Supplements, Medical Encyclopedia



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.**

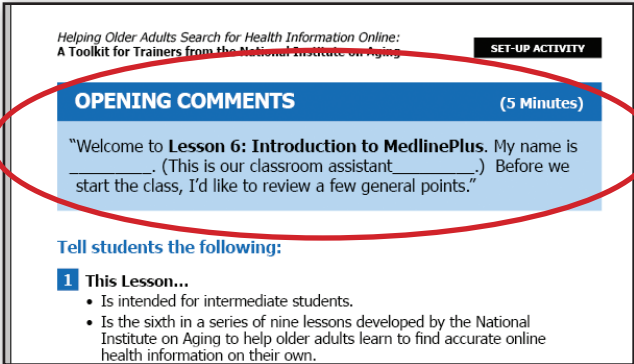


MODULE 7: MedlinePlus Drugs and Supplements, Medical Encyclopedia

LESSON STRUCTURE – Senior Friendly, Trainer Friendly

About the Scripted Transition Boxes

This lesson plan uses a combination of scripted and descriptive sections. The colored, scripted transition boxes which appear at the top of each page of the lesson plan are designed as “anchor points,” marking the end of one part of the lesson and the start of another. It is important to convey the content in these transition boxes, although you may use your own wording as you become more familiar with the material. The steps that follow each scripted box are descriptive. Move through them according to your personal training style. This approach is useful in maintaining lesson focus and keeping trainers and students on track. It also makes the lesson plan easy to use.



Important Note

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

Icons Used in the Lesson Plan



Handout required



Trainer demonstrates with computer projector



Students navigate at their computers (with assistance if needed)



Indicates when a discussion should take place

MODULE 7: MedlinePlus Drugs and Supplements, Medical Encyclopedia



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.

**MedlinePlus Drugs and Supplements,
Medical Encyclopedia
LESSON PLAN**

OPENING COMMENTS

(5 Minutes)

“Welcome to **Lesson 7: MedlinePlus Drugs and Supplements, Medical Encyclopedia**. My name is _____. (This is our classroom assistant _____.) Before we start the class, I’d like to review a few general points.”

Tell students the following:

1 This Lesson...

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

2 The Medline Plus website they will visit...

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

3 Please be aware that...

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

4 Housekeeping Issues...

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

5 Ask students if they have any questions.

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)

“Let’s go over the homework assignment from the last lesson.”

- 1** Restate the take-home assignment from Module 6.
 - Finding out about back pain
- 2** Ask students to share the results of their take-home assignments with the class.
- 3** Ask students to share any questions about navigating the **MedlinePlus** website or finding the information they were searching for. Respond to their questions.



Note

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

Purpose of Activity

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

LESSON GOALS (2 Minutes)

“This lesson will introduce you to the **Drugs and Supplements** section and the **Medical Encyclopedia** of **MedlinePlus**, a website that is a source of health information for the general public. The website was developed by the National Library of Medicine, part of the U.S. Department of Health and Human Services.”



Pass out **Handout 7A: 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 7B: Glossary**

1 Knowing the meaning of these Internet terms will help students understand the lesson. All of these terms have been introduced in previous lessons, but going over them again may help students recall their meaning.



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

INTERNET TERMS

- 1 back arrow**
- 2 button**
- 3 link (or hyperlink)**
- 4 menu**
- 5 scroll**
- 6 scroll bar**
- 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.

THINKING ABOUT MEDICAL ISSUES (5 Minutes)

“Before we look more deeply at the website, I’d like to have you jot down some information.”



Pass out **Handout 7C: Thinking about Medical Issues.**

- 1** Ask students to complete the handout.

Purpose of Activity Purpose of Activity

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

REVIEW OF THE HOME PAGE

(3 Minutes)

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

Take a look at your computer screens. You should see the **Home Page** of the **MedlinePlus** website. This website contains links to over 700 health topics.”

- 1 Make sure students’ screens are set to **MedlinePlus** at www.medlineplus.gov.



- 2 On the **Home Page**, point out and describe:

- The 3 broad categories – Mention each one by name (*Health Topics, Drugs and Supplements, and Videos and Cool Tools*)
- Medical Dictionary
- About Your Health
- Health News
- Popular Searches (large size indicates the most searched topics)
- Stay Connected
- The **Search MedlinePlus Box**
- The link to **NIHSeniorHealth**

TIME CHECK

30 minutes elapsed; about 1 hour, 30 minutes left.

THE DRUGS AND SUPPLEMENTS PAGE

(5 Minutes)

“Now we’ll move to **Goal 2** – learning how to find information on a drug.

If you want to find out about a drug, start with the **Drugs and Supplements** button.”



- 1** Click on [Drugs and Supplements](#). Tell students they can find information on a drug by going to the alphabet that appears under **Drugs** and clicking on the first letter of the drug.
- 2** Demonstrate for students how to find information on **Aspirin**:
 - Under **Drugs**, click on [A](#) in the alphabet.
 - Scroll down to [Aspirin](#) and click on it.
- 3** Scroll down, pointing out the features of the **Aspirin** page:
 - A Table of Contents with hyperlinked titles
 - Sub-headings for various categories of data

THE ASPIRIN PAGE (10 Minutes)

“Now let’s have you try this along with me.”



- 1** Students’ computer screens should be set to the **MedlinePlus Home Page** at www.medlineplus.gov.
- 2** Repeat the demonstration leading to the **Aspirin** page, this time asking students to navigate along with you at their computers.
- 3** Once you get to the **Aspirin** page, pause and give students time to read some of the information they see.

Teaching Tip

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

SUMMARIZING

(5 Minutes)

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



- 1** Demonstrate and summarize the following learning objectives from **Goals 1** and **2**:
 - Using the **Home Page**
 - Finding information about a drug on the **Drugs and Supplements** page
 - Scrolling down and scanning a drug page

- 2** Ask students if they have any questions.



Refer students to [Handout 7A: Lesson Goals](#)

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

Purpose of Activity

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

THE DRUGS AND SUPPLEMENTS PAGE (contd.)

(5 Minutes)

“Now we will move to **Goal 3** – learning how to find information on a supplement.

If you want to find out about a supplement, start with the **Drugs and Supplements** button.”



- 1** Show students how to find information on Ginseng. Starting from the **Home Page**, click on [Drugs and Supplements](#):
 - Under **Herbs and Supplements**, click on [All herbs and Supplements](#).
 - Click on [Ginseng](#).
- 2** Scroll down to the bottom, pointing out the features of the **Ginseng** Page.
 - A Table of Contents with hyperlinked titles
 - Sub-headings for various categories of information.
 - The studies under Evidence, and their grade rankings (*explained after the last study*).

THE GINSENG PAGE (10 Minutes)

“Now let’s have you try this.”



- 1** Repeat the demonstration leading to the **Ginseng** page. This time, ask students to navigate along with you at their computers. (*Students will be starting from the **Aspirin** page.*)
- 2** Once you get to the **Ginseng** page, pause and give students time to read some of the information they see.

Teaching Tip

- Proceed **slowly** through each step. Make sure students are keeping up.
- Walk around to students’ computer screens and provide assistance where needed.

SUMMARIZING

(5 Minutes)

“Now, let’s take a look at the **Goals** to see what we’ve covered”



- 1** Demonstrate and summarize the learning objectives for **Goal 3**:
 - Finding information about a supplement on the **Drugs and Supplements** page
 - Scrolling down and scanning a supplements page

- 2** Ask students if they have any questions.



Refer to **Handout 7A: Lesson Goals**.

- 3** Ask students to check off **Goal 3** on their handout.

Purpose of Activity

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

OPTIONAL STOPPING POINT

1 hour elapsed; about 1 hour left.

(If you choose to stop here, you can assign the next activity as homework. Be sure to go over steps in the activity with students. You may teach the remaining material in the next class.)

TWO GROUP PRACTICE ACTIVITIES

(10 Minutes)

“Let’s practice finding information on drugs and supplements together.”

- 1 Ask students to return to the **Home Page** by having them click on [Home](#) at the top of their screens.



Refer to **Handout 7D: Find Information a Drug.**



- 2 Read the steps in the Captopril exercise on **Handout 7D** to the class to familiarize them with the activity. Then, demonstrate the exercise as students navigate with you.

- 3 Pause at questions requiring a written answer to give students enough time to fill in the blanks.



- 4 Review the answers with the class.

- 5 If time permits, repeat with the vitamin B-12 exercise on **Handout 7E: Find Information on a Supplement.**

Purpose of Priming Activity

- Familiarizing students with the steps in the *Group Practice Activities* beforehand primes, or prepares them for the activity and increases the likelihood they will be successful.

Teaching Tips

- Proceed **slowly** through each step. Make sure students are keeping up.
- Walk around to students’ computer screens and provide assistance where needed.

INDEPENDENT PRACTICE ACTIVITY

(10 Minutes)

“Now you’ll have an opportunity to practice finding information on drugs and supplements of interest to you.”



Pass out **Handout 7F: Search For Your Own Medication or Supplement.**



1 Read each of the steps on **Handout 7F** to the class to familiarize them with the activity. Then, ask students to complete the exercise on their own.



2 Ask them what was easy and what may have been more difficult about the exercise.

3 Clear up any questions students may have.

Purpose of Priming Activity

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

Teaching Tips

- Proceed **slowly** through each step. Make sure students are keeping up.
- Walk around to students’ computer screens and provide assistance where needed.

THE MEDICAL ENCYCLOPEDIA

(5 Minutes)

“Now we’ll move to **Goal 4** – learning how to use the **Medical Encyclopedia**.

The **Medical Encyclopedia** on **MedlinePlus** has information about diseases, tests, symptoms, injuries, and surgeries.”



- 1** Students’ screens should be on the **Home Page**.
- 2** Demonstrate as students navigate with you. Click on the [Medical Encyclopedia](#) link at the bottom of the page and look up information about a medical test – a colonoscopy.
- 3** Using the alphabet, locate and click on [C](#). Scroll down to [Colonoscopy](#) and click on it.
- 4** As you scroll down the **Colonoscopy** page, describe its various features, pointing out:
 - The sub-headings and categories of information
 - The boxes on the right containing a link to the same topic on another part of the MedlinePlus website, images of a colonoscopy, and links to other related topics.
- 5** To find information about another topic in the [Medical Encyclopedia](#), scroll up to the alphabet at the top of the page where you can start another search.

TIME CHECK

1 hour, 25 minutes elapsed; 35 minutes left.

INDEPENDENT PRACTICE ACTIVITY

(10 Minutes)

“Now, you’ll have an opportunity to practice finding information on your own using the **Medical Encyclopedia**.”



Refer to **Handout 7C: Thinking about Medical Issues**.



1 Refer students to questions 3 and 4 on **Handout 7C**, and ask them to use the **Medical Encyclopedia** to find an answer to their question. Ask them to write down the answer at the bottom of **Handout 7C**.



2 Ask them what was easy and what may have been more difficult about the exercise.

3 Clear up any questions students may have.

Purpose of Activity

- Lets students apply new skills to their own health interests.
- Step (2) helps students realize what new skills are already easy for them, reinforcing their confidence and sense of accomplishment.
- Step (2) also lets instructor know what needs more work.

Teaching Tip

- Since students will not have a handout to guide them in this activity, you may want to give them extra time to complete it.

SUMMARIZING

(5 Minutes)

“Let’s review the **Goals** again to see what we have covered.”



1 Demonstrate and summarize and the following learning objective of **Goal 4**:

- Using the **Medical Encyclopedia**

2 Ask students if they have any questions.



Refer to Handout 7A: Lesson Goals.

3 Tell 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.

CHECKING FOR UNDERSTANDING

(5 Minutes)

“Let’s do a final exercise that brings together the skills we have learned today.”

-  **1** Choose a drug (i.e., acetaminophen) and ask students to lead **you** through an information search about the drug from your computer projector.
-  **2** Starting at the **Home Page**, ask students the following questions. As they provide each answer, demonstrate for them by clicking on the appropriate link at your computer projector.
 - A. “Where do I click to find information on drugs?”
(Answer: Click on [Drugs and Supplements](#).)
 - B. “Where should I click to find information about a drug like acetaminophen?”
(Answer: Under **Drugs**, click on [A](#) in the alphabet.)
 - C. “How do I get to the information on acetaminophen?”
(Answer: Scroll down the list, and click on [acetaminophen](#).)
 - D. “How do I get back to the Drugs and Supplements page?”
(Answer: Click on [Drugs and Supplements](#) at the top of the page).
- 3** If time permits, repeat the exercise using a supplement such as St. John’s Wort or Vitamin C. You may also do the exercise with the **Medical Encyclopedia** using a medical test (i.e., MRI) or a surgical procedure (i.e., coronary bypass surgery.)
- 4** Address any final questions students may have.

Purpose of Activity

- Lets students apply the skills they have learned.
- Questions that students fail to respond to easily during the Q&A will reveal areas that still need reinforcing.

WRAPPING UP

(5 Minutes)

“Today you’ve learned some basics of navigating the **MedlinePlus** website. You’ve

- 1 Recalled the main features of the **MedlinePlus Home Page**
- 2 Learned to find information on drugs
- 3 Learned to find information on supplements
- 4 Learned to use the **Medical Encyclopedia** to find information on various diseases, tests, symptoms, injuries, and surgeries.

You’ve also succeeded in doing online research on health issues of interest to you.

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



Pass out **Handout 7G: Lesson Review with Screen Shots.**

- 1 Read the cover description, **How to Use This Handout**, to students.
- 2 Go over each screen shot, reading the captions to remind students of the navigation steps they learned on each page. (You do **not** need to refer back to the computer screen at this point.)
- 3 Encourage students to use this handout as a reference when practicing the skills they learned in this lesson.

Purpose of Activity

- Summarizes all of the skills taught in the lesson.
- Handout gives students a visual map of the lesson to remind them of the web pages visited and the skills learned.

WRAPPING UP (contd.)

(5 Minutes)

“The **MedlinePlus** website has the latest medical news, ways to find doctors, and many more features which we will explore in the next lesson.

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

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



- 1** As a take-home assignment, ask students to do some research on a drug, supplement, or a medical test of their choice. They should be prepared to share that information at the next class.
- 2** Ask students how they would get to **MedlinePlus**.
Answer: Go to www.medlineplus.gov
- 3** Remind them that the address of the website can be found at the bottom of their handouts.

Teaching Tip

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

END OF LESSON 7

**MedlinePlus Drugs and Supplements,
Medical Encyclopedia
HANDOUTS**

HANDOUT 7A: Lesson Goals

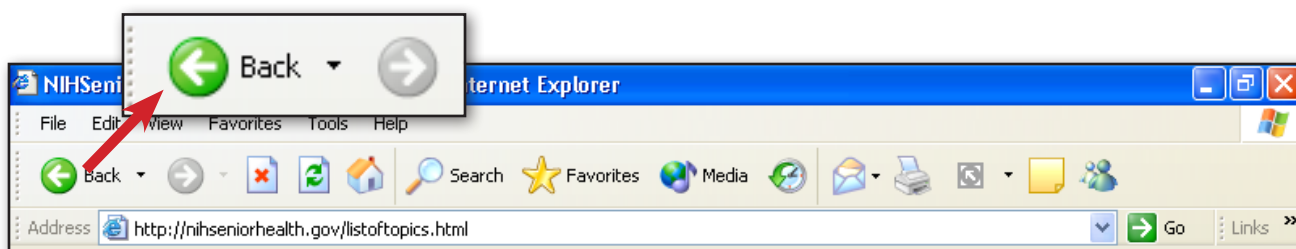
During this lesson, you will:

- _____ **1** Recall the main features of the **MedlinePlus Home Page**.
- _____ **2** Learn how to find information about drugs from the **Drugs and Supplements** page.
- _____ **3** Learn how to find information about supplements (i.e., vitamins, herbs) from the **Drugs and Supplements** page.
- _____ **4** Learn how to use the **Medical Encyclopedia**.
- _____ **5** Find answers to health questions of personal interest.

HANDOUT 7B: Glossary

1 Back Arrow

This arrow, often green, is found at the top of most browsers. When you click on the back arrow, it takes you back – in order – through all of the web pages you’ve seen. (Sometimes called the back button.)



2 Button

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

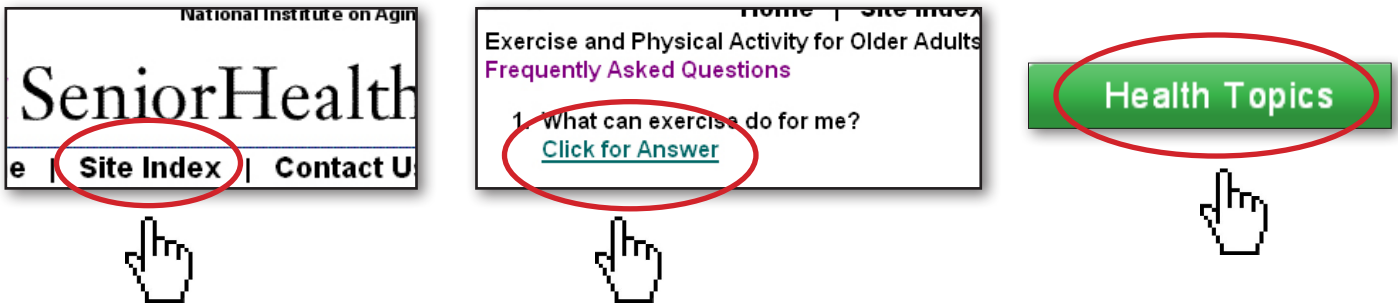


HANDOUT 7B: Glossary

3 Link (or hyperlink)

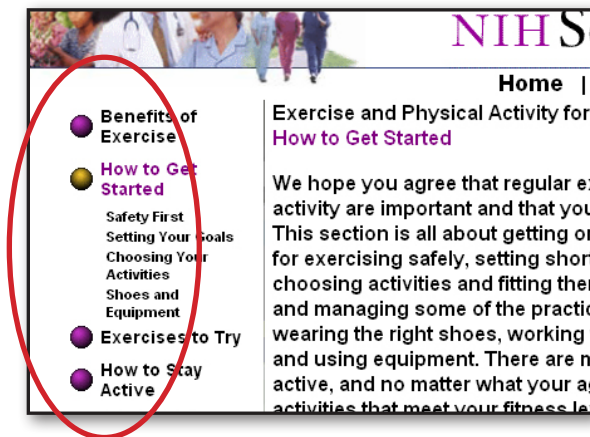
A highlighted or underlined feature on a web page that, when clicked, will take you to another web page. A link most often appears as underlined words or an image.

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 Menu

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



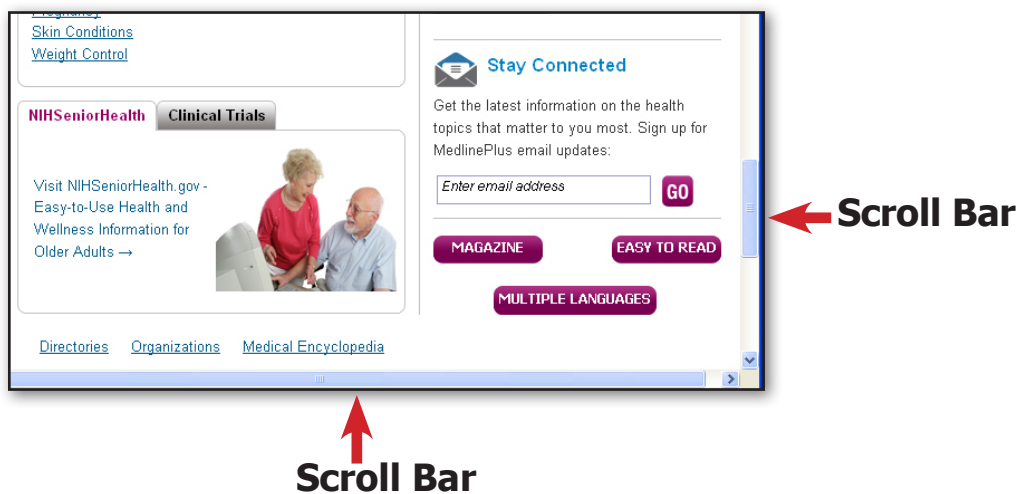
HANDOUT 7B: Glossary

5 Scroll

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

6 Scroll Bar

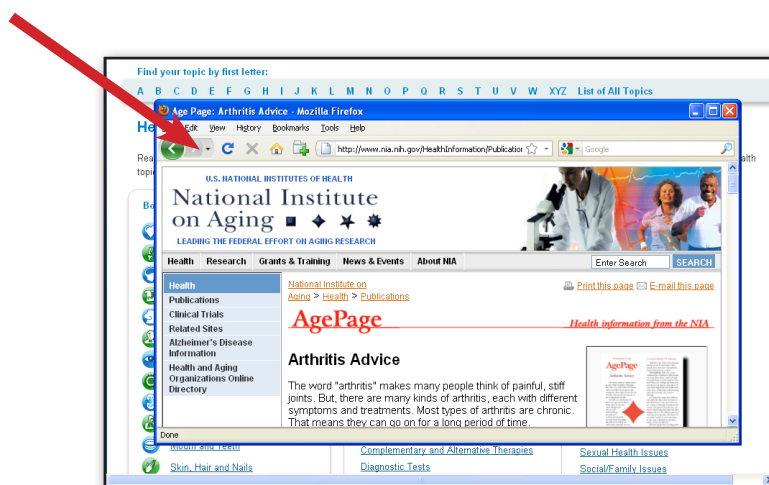
A narrow, rectangular bar on the right edge and bottom edge of a web page that lets you move the page to see more of the information it contains. The scroll bar on the right moves the web page up and down, and the scroll bar on the bottom moves the web page right and left.



HANDOUT 7B: Glossary

7 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 7C: Thinking About Medical Issues

1 Many people are interested in knowing more about drugs and supplements (i.e., vitamins, herbs) on the market today. Name one drug and one supplement (or herb) you would like more information about.

Drug: _____

Supplement: _____

2 What specifically would you like to know about:

The drug? _____

The supplement? _____

3 Name a disease/condition, a medical test, OR a type of surgery that you would like to have more information about. (Choose only one of the blanks to fill in.)

Disease/condition: _____

OR

Medical Test: _____

OR

Type of Surgery: _____

4 What would you like to know about this subject?

5 Answer: _____

(Leave blank until later in the lesson.)

HANDOUT 7D: Find Information on a Drug

Drugs – Captopril

- 1** On the **Home Page**, click on [Drugs and Supplements](#).
- 2** You should be on the **Drugs and Supplements** page.
- 3** Under **Drugs**, go to the alphabet and click on the letter [C](#).
- 4** Find the drug Captopril.
- 5** Click on [Captopril](#).
- 6** You should now be on the Captopril page.
- 7** Read down the page and answer these questions:
 - a. What is Captopril prescribed for?

 - b. What are the special dietary instructions for someone who takes Captopril?

 - c. What is one possible side effect?

- 8** Scroll up to the top of the page.
- 9** Click on the **Drugs and Supplements** button.
- 10** You should now be back on the **Drugs and Supplements** page.

HANDOUT 7E: Find Information on a Supplement

Supplement – Vitamin B-12

- 1** You should be on the **Drugs and Supplements** page.
- 2** Scroll down to **Herbs and Supplements** and click on All herbs and supplements.
- 3** Click on [Vitamin B12](#).
- 4** Click on [Background](#).
- 5** The Background section begins with information about foods that are good sources of Vitamin B12. List one of those foods:

- 6** Scroll down to the section on Evidence.
- 7** Find and read the section entitled "Vitamin B12 Deficiency." It describes symptoms that occur when people don't get enough Vitamin B-12.
- 8** Name one symptom of vitamin B-12 deficiency

- 9** How strong is the scientific evidence for this information? (Circle one)
 - A** = Strong scientific evidence for this use
 - B** = Good scientific evidence for this use
 - C** = Unclear scientific evidence for this use
 - D** = Fair scientific evidence against this use
 - F** = Strong scientific evidence against this use

HANDOUT 7F: Search for Your Own Medication or Supplement

- 1** Look at **Handout 7C** to recall the drug or the supplement you wrote down in step #2 and the question(s) you wanted answered.
- 2** On the **Home Page** click on [Drugs and Supplements](#).
- 3** Scroll down to **Drugs** OR **Herbs and Supplements** to start your search.
- 4** If you are searching for a drug, go to the alphabet under Drugs, and click on the first letter of the drug. Then find the drug and click on it.
- 5** If you are searching for a supplement, go to **Herbs and Supplements** and click on [All herbs and supplements](#). Then click on the supplement.
- 6** You should now be on the page for the drug or supplement.
- 7** Scroll down and scan or read the page until you find the answers to your questions.
- 8** Write the answers in the space below.

- 9** When you are finished, scroll back up to the top of the page.
- 10** Click on the **Home** link to return to the **Home Page**.

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

MedlinePlus Drugs and Supplements, Medical Encyclopedia

LESSON REVIEW WITH SCREEN SHOTS

Handout 7G

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 MedlinePlus Drugs and Supplements, Medical Encyclopedia

- 1 You went to the **MedlinePlus** website at www.medlineplus.gov.

You learned about some of the features on the Search **MedlinePlus Home Page**, including the (1) 3 broad categories; (2) Search Box; (3) About Your Health; (4) Health News section

Screen Shot 1: **Home Page**



- 2 You learned that you could find information about drugs, supplements and herbs by clicking on **Drugs and Supplements**.

Screen Shot 2: **Link to Drugs and Supplements**

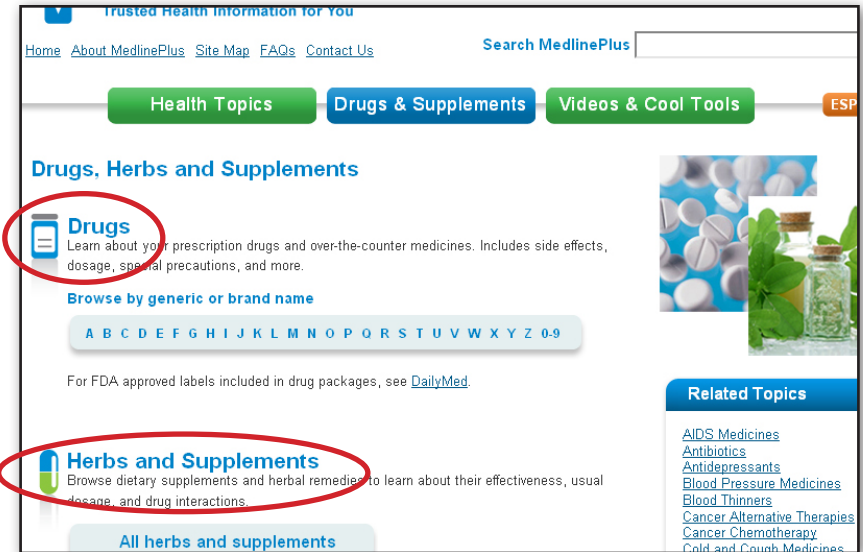


Your Question(s) _____

LESSON REVIEW MedlinePlus Drugs and Supplements, Medical Encyclopedia

- 3** You learned that clicking on **Drugs and Supplements** would take you to this page where you could choose to search for information on a drug or supplement.
- Under **Drugs**, go to the alphabet and click on the first letter of the drug. Then find the drug and click on it.
 - Under **Herbs and Supplements**, click on All herbs and supplements. Then find the supplement and click on it

Screen Shot 3: **Drugs and Supplements Page**



Your Question(s) _____

LESSON REVIEW MedlinePlus Drugs and Supplements, Medical Encyclopedia

- 4 Clicking on an alphabet letter for a drug takes you to a page with a list of drugs starting with that letter. Scroll down to find your drug.

- 5 Clicking on [All herbs and supplements](#) takes you to a page with a list of supplements starting with that letter. Scroll down to find your supplement.

Screen Shot 4: Drug Page - Letter "A"

The screenshot shows the MedlinePlus website interface. At the top, there is a search bar and navigation links. Below the search bar, there are three main categories: Health Topics, Drugs & Supplements, and Videos & Cool Tools. Under the 'Drugs & Supplements' category, there is a list of letters from A to Z. The letter 'A' is circled in red. Below the letters, the text 'Drugs: A' is also circled in red. A list of drug names starting with 'A' is visible, including A-200 Lice Control Topical Spray, A-Cof DH0, A-G Tussir, A-hydroCort, and A-methaPred. A blue box with the text 'Scroll Down' and a red arrow pointing downwards is overlaid on the right side of the page.

Screen Shot 5: Herbs and Supplements Page

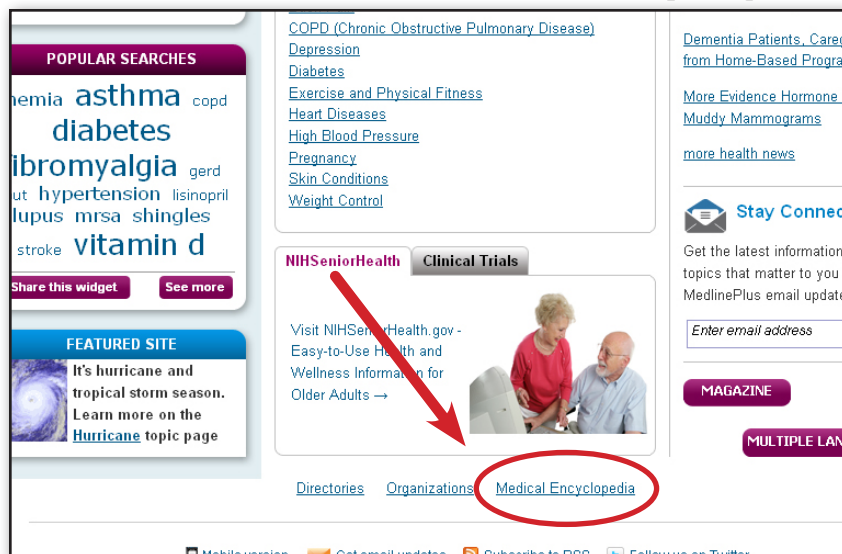
The screenshot shows the MedlinePlus website interface. At the top, there is a search bar and navigation links. Below the search bar, there are three main categories: Health Topics, Drugs & Supplements, and Videos & Cool Tools. Under the 'Drugs & Supplements' category, there is a link for 'Herbs and Supplements' which is circled in red. Below this link, there is a list of dietary supplements and herbal remedies, including Alfalfa, Aloe, American pennyroyal, European pennyroyal, Arginine, Belladonna, Beta-carotene, Betel nut, Bilberry, Biotin, Black tea, Garlic, Ginger, Ginkgo, Ginseng, Glucosamine, Green tea, Horse chestnut, Horsetail, Iodine, Iron, Tea tree oil, Vitamin A, Vitamin B1, Vitamin B12, Vitamin B6, Vitamin C, Vitamin D, and Vitamin K. A blue box with the text 'Scroll Down' and a red arrow pointing downwards is overlaid on the right side of the page.

Your Question(s)

LESSON REVIEW MedlinePlus Drugs and Supplements, Medical Encyclopedia

6 You learned that you could find information about diseases, tests, symptoms, injuries and surgery by clicking on **Medical Encyclopedia** from the **Home Page**.

Screen Shot 6: **Link to Medical Encyclopedia**



7 The **Medical Encyclopedia** page has an alphabet that you can use to find information. Just click on the first letter of the disease, test, symptom, injury or surgery you are interested in.

Screen Shot 7: **Medical Encyclopedia Page**



Your Question(s) _____

LESSON REVIEW MedlinePlus Drugs and Supplements, Medical Encyclopedia

8 Clicking on an alphabet letter takes you to a page with a list of topics starting with that letter. Scroll down to find your topic.

9 On the page of a specific topic (i.e., colonoscopy), you learned you could click on more links to find in-depth information.

Screen Shot 8: Encyclopedia Page "C"

MedlinePlus
Trusted Health Information for You

A service of the U.S. National Library of Medicine
NIH National Institutes of Health

Home About MedlinePlus Site Map FAQs Contact Us Search MedlinePlus GO

Health Topics Drugs & Supplements Videos & Cool Tools ESPAÑOL

Other Encyclopedia Articles: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z 0-9

Medical Encyclopedia: C

- [C-section](#)
- [C1 esterase inhibitor](#)
- [CA-125](#)
- [Caffeine in the diet](#)
- [Caffeine overdose](#)
- [Cadmium plant poisoning](#)
- [Calcification](#)
- [Calcitonin](#)
- [Calcium - blood test](#)
- [Calcium - ionized](#)
- [Calcium - urine](#)
- [Calcium and bones](#)
- [Calcium carbonate overdose](#)
- [Calcium carbonate with magnesium overdose](#)

Scroll Down

Screen Shot 9: Colonoscopy Page

Health Topics Drugs & Supplements Videos & Cool Tools ESPAÑOL

Colonoscopy

A colonoscopy is an internal examination of the colon (large intestine) and rectum, using an instrument called a colonoscope.

How the Test is Performed

The colonoscope has a small camera attached to a flexible tube. Unlike sigmoidoscopy, which can only reach the lower third of the colon, colonoscopy examines the entire length of the colon.

You will lie on your left side with your knees drawn up toward the chest. After you have received a sedative and pain reliever, the colonoscope is inserted through the anus and gently advanced to the lowest part of the small bowel.

Air will be inserted through the scope to provide a better view. Suction may be used to remove fluid or stool.

Because the health care provider gets a better view as the colonoscope is pulled back out, a more careful examination is done while the scope is being pulled out. Tissue samples may be taken with tiny **biopsy** forceps inserted through the scope. Polyps may be removed with **electrocautery** snares, and photographs may be taken.

Specialized procedures, such as **laser therapy**, may also be done.

How to Prepare for the Test

You will need to completely cleanse the bowel. Your health care provider will give you instructions for doing this. This may include a combination of enemas, not eating solid foods for 2 or 3 days before the test, and taking laxatives. You will usually be told to stop taking aspirin, ibuprofen, naproxen, or other blood-thinning medications for several days before the test.

You will be asked to drink plenty of clear liquids for 1 - 3 days before the test. Examples of clear liquids are:

Print Email

MedlinePlus Topics

[Colonoscopy](#)

Images

[Colonoscopy](#) [Colonoscopy](#)

Read More

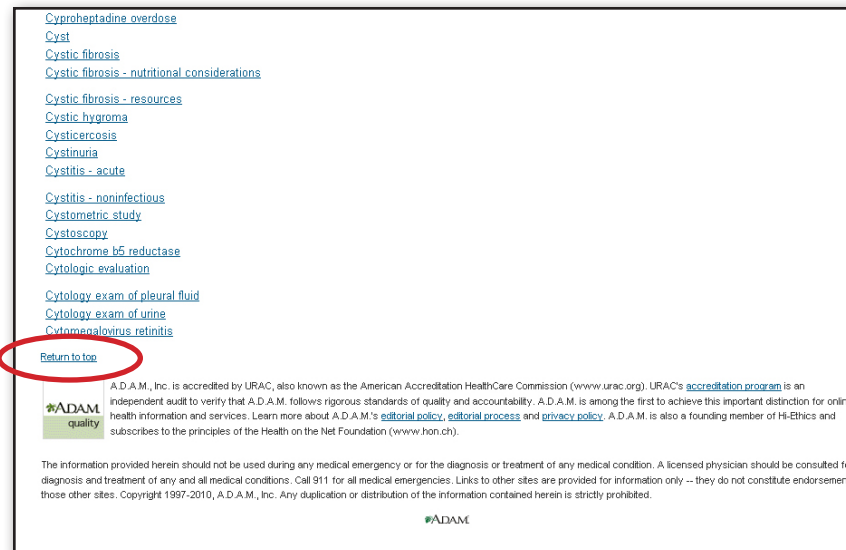
- [Barium enema](#)
- [Bloody or tarry stools](#)
- [CMV - gastroenteritis/colitis](#)
- [Colon cancer](#)
- [Colorectal polyps](#)
- [Crohn's disease](#)
- [Diverticulitis](#)
- [Ischemic colitis](#)
- [Pseudomembranous colitis](#)
- [Ulcerative colitis](#)

Your Question(s) _____

LESSON REVIEW MedlinePlus Drugs and Supplements, Medical Encyclopedia

- 10** To find information about another topic, scroll to the bottom of the page and click on [Return to top](#).

Screen Shot 10: Bottom of **Encyclopedia Page "C"**



Your Question(s) _____