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# Trainer's Guide to "Health Information on the Internet" Classes



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# Introduction

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This guide is intended to help trainers teach health consumers the five “Health Information on the Internet” classes. It accompanies the Consumer Health Workbook, “Finding Health Information on the Internet for You and Your Children.”

Each of the **five classes** is designed to be **75 minutes** in length. At the beginning of the first class, each student will receive a copy of the Workbook that he or she can write in and take home.

**IMPORTANT!** Make sure you tell the students to bring their workbooks back to each class.

These classes are designed for people who have some familiarity with computers and the Internet.

# Things to Keep in Mind in Teaching These Classes

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- Even though the class participants are familiar with computers, they are likely to vary a lot in terms of their computer skills (mouse, keyboard, scrolling, etc.)
- They are also likely to vary in their understanding of health matters
- Websites present many problems and can be confusing and even overwhelming
- Requires patience, training, and repetition

# Some Training Tips

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- **Try to assess the level of each student in class**
  - Adjust pace of teaching: find the middle ground and try to assist those who need more help
  - Encourage students to help each other – invite students to work in pairs (“buddy system”)
- **Be as clear and as explicit as possible**
  - The language of computers, the Internet, and the Web will be entirely new to many participants.
  - Make sure that they understand terms such as *website*, *links*, *scrollbars*, *windows*, etc.
  - New users often confuse the web address bar with text boxes on a page.
- **Review and repeat when appropriate.**
  - At the end of each lesson do a recap and introduce the topic for the next lesson
- **Involve students as much as possible—Don’t lecture too much**
  - Solicit their ideas
  - Engage them in discussion
- **Encourage practice and provide exercises**
- **Encourage a relaxed atmosphere where students are engaged**

# Class One Outline: Introduction to the Course and the World Wide Web

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See Class Objectives on p. 5. (Page numbers refer to CH Workbook.)

- **Motivate:** Assure that students understand how these classes can help them. Show brief video clips and encourage students to share their own experiences (pp. 3 – 5). 20 minutes
- 1. **Review basic Internet/Web concepts and vocabulary** (pp. 6 – 9). 10 minutes
- 2. **Introduce Web navigation concepts and demonstrate popular websites** (pp. 10 – 18). 20 minutes
- 3. **Student exercises** (pp. 19 – 21). 15 minutes
- 4. **Wrap up, review** what was covered. 10 minutes
  - It is fine to use time in the next class to finish up business from the previous class.
  - Class One covers basic concepts of the Web and it is useful to reinforce these concepts repeatedly throughout the 5 classes.

**Reminder:** the research staff will need about 20 minutes at the beginning of Class One to administer evaluation measures and have the students read and sign the informed consent forms.

# Class One, 1: Motivate (pp. 3 – 5)

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- **Getting acquainted**

- Briefly introduce yourself, your computer skills (how long you have used computers, etc.), and your interests related to this course.
- Ask students to do the same.
- Talk about circumstances in which there is a need for health information.
- Show the video clips.
- Discuss health information needs and ask the students about their experiences with the health system

Examples:

- You just left your doctor's office and you realize you forgot to ask him/her a question.
- You heard about a new drug or alternative treatments for a certain health condition, such as asthma, and you would like to learn more about it.

- **Course overview**

- Briefly lay out the 5 classes to be taught in the course (p. 4)

- **Review objectives for Class One (p. 5)**

# Class One, 2: Review Basic Internet/Web Concepts and Vocabulary (pp. 6 – 9)

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- Introduce the Internet and the World Wide Web
- Explain that a Web browser is a program used to access websites. In this course, our Web browser will be *Internet Explorer*.
- Practice opening Internet Explorer.
- Review the Web terms (p. 9). Briefly explain the concept of *Website*: A website is collection of information put together by an organization, an entity, or a person. The information on each website is written on Web pages, which you will see on the computer screen. Explain that we will show them how to go to a website, explaining each part of this process one at a time.

Call attention to the address bar on the Web browser. Ask the students to point to the address bar on their screens, and to read the Web address that is written on the address bar.

# Class One, 3: Introduce Web navigation concepts and demonstrate popular websites (pp. 10 – 18)

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Demonstrate using [www.weather.com](http://www.weather.com) (pp. 10 – 12)

Scrolling (p. 13): Sometimes you cannot see an entire page because it does not fit the screen, so you have to scroll down and scroll up in order to see everything on the page. There are several ways to scroll:

- 1) You can click and hold the scroll bar and slide the screen up or down
- 2) You can click on the up or down arrows located above or below the scroll bar (at the very end)
- 3) You can use the up or down arrow keys on the keyboard (see below)



Navigating with browser buttons (pp. 14 – 15)

Hyperlinks (p. 16)

Breakdown of a Web address (p. 17)

Some popular websites (p. 18)

# **Class One, 4: Student Exercises (pp. 19 – 21)**

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Allow students time to try the exercises in their workbooks.

# Class One, 5: Wrap Up, Review

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Review what was covered in class.

# ClassTwo Outline: Searching and Browsing

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See Class Objectives on p. 22.

- 1. Explain searching and browsing:** Two primary ways to find information on the web (pp. 23 – 25). 10 minutes.  
NOTE: This class is more about searching than browsing
- 2. Demonstrate/Model Searching Process:** Model each step of the process of searching using Google (pp. 26 – 33). 25 minutes
- 3. Practice Searching:** Follow the Workbook (p. 34) or choose your own topic or select one of the following: 15 minutes
  - Asthma, obesity, eczema, allergies, diabetes recipes or ADHD.
  - Have students work in pairs. Once they've completed the search, discuss what they found and pay attention to each of the steps in the search process.
  - When discussing the evaluation, introduce the concept of website reliability and mention that this will be discussed in the next class
- 4. Introduce [www.google.com/Top/Health](http://www.google.com/Top/Health):** New Google feature (pp. 35 – 37). 5 minutes.
- 5. Demonstrate/Model Browsing Process:** (pp. 39 – 40) The Workbook uses [www.aap.org](http://www.aap.org) but feel free to choose a health-related website that is of interest to you. 10 minutes
- 6. Wrap-up, Review** what was covered. 10 minutes

# Class Two, 1: Introduce Searching and Browsing (pp. 23 – 25)

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- Understand the two primary ways of locating and accessing information on the Web, browsing and searching, and when each method is used
- Searching: Use a search engine to find websites
- Browsing: Navigate a specific website
  - This includes ‘searching’ within that website, so the difference between searching and browsing becomes confusing.

# Class Two, 2: Demonstrate/Model

## Searching Process (pp. 26 – 33)

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- Introduce the concept of the *search box*, where you type the search terms or keywords, that is, the words that best represent the question you are asking or the answer you are trying to find.
- Illustrate using Google. Go over “How to Read the Google Search Results Page”
- Ask the class if it costs money to use Google as a way to introduce the concept of targeted advertising, or “sponsored links.”
  - Sponsored links are not always bad, but keep in mind that the company has paid to be at the top of the list, which often means it is a commercial site, trying to make money rather than simply to provide information.
- Explain these concepts while searching for diabetes recipes or something else of interest to you and the class.
- Upon completion of that exercise you could introduce the idea of trying different words, or adding words, to change the results you get back.
  - Example: If someone wants to know about asthma, they might simply enter “asthma” but if they want to know about medications for asthma they could enter “medications and asthma” or “drugs and asthma”

# Class Two, 3: Practice Searching

Remind your students that Google doesn't answer questions. It finds websites that might have answers.



**There are a number of different types of health questions that the World Wide Web can help you answer.**

Here are some examples:

- My doctor said that my child has asthma. What is that? What does it mean?
- I heard diabetes is a big problem. How can I make sure my child doesn't get it?
- My doctor gave me a medicine to give my son. What is it?
- My child has allergies and I want more information.
- I'm not really sure about immunizations and vaccinations. What are they for and should my child get them?
- I am pregnant and I want to make sure I am doing the right things at the right times to have a healthy pregnancy.

## **Class Two, 4: Introduce [www.google.com/Top/Health](http://www.google.com/Top/Health) (pp. 35 – 37)**

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- This is a new feature of Google that appears very useful.

## Class Two, 5: Demonstrate/Model Browsing Process (pp. 39 – 40)

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- Review/demonstrate steps in browsing.
- The Workbook has an immunization chart from [www.aap.org](http://www.aap.org). Demonstrate how to get to it (requires trainer to practice in advance of class).

# **Class Two, 6: Wrap-up, Review**

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- Review what this class covered.

# Class Three Outline: Evaluating Websites

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See Class Objectives on p. 41.

There is an excellent tutorial for trainers to view in preparation for this class at [http://www.nlm.nih.gov/medlineplus/webeval/webeval\\_start.html](http://www.nlm.nih.gov/medlineplus/webeval/webeval_start.html)

1. **Engage the students** about the need for evaluating quality by discussing [www.malepregnancy.com](http://www.malepregnancy.com) (p. 42). 5 minutes
2. **Review the six questions** that are the criteria for evaluating websites: Who, What, Where, When, Why, How? (pages 43 - 50). Introduce the HON code (p. 51) 30 minutes
3. **Interactive class activity.** Discuss whether the Web is the right place to go (p. 52) and visit the following 3 sites: [www.alternativemedicine.com](http://www.alternativemedicine.com), [www.cdc.gov](http://www.cdc.gov), [www.thyroids.net](http://www.thyroids.net) (15 minutes)
4. **Student Exercises** (p. 53): 15 minutes
5. **Wrap-up and review** what was covered: 10 minutes

# Class Three, 1: Engage the Students

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- Go to [www.malepregnancy.com](http://www.malepregnancy.com)
- Point out that anyone can put anything they like on the Internet and make it look reasonable
- Introduce the 6 questions that one should ask about a website to decide if it's authoritative and trustworthy: *Who, What, Where, When, Why and How.*

# Class Three, 2: Review the Six Questions

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- Follow the Consumer Health Workbook for
  - *Who*
  - *What*
  - *Where*
  - *When*
  - *Why*
  - *How*

# Class Three, 3: Interactive Class Activity

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- Discuss whether the Web is the right place to go for information (p. 52)
- Go to [www.alternativemedicine.com](http://www.alternativemedicine.com), [www.cdc.gov](http://www.cdc.gov) and [www.thyroids.net](http://www.thyroids.net) and go through the six questions: Who, What, Where, When, Why, How

## Class Three, 4: Student Exercises

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- Let the students work in pairs. Each should pick one of the websites from the Workbook p. 53 and go through the six questions: Who, What, Where, When, Why, How
- Let each pair present their findings.

# Class Three, 5: Wrap-up and Review

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Remind students that anyone can put anything on the World Wide Web and it is necessary to evaluate a website to decide if it is trustworthy: Ask the six questions:

Who, What, Where, When, Why, How?

# Class Four Outline: MedlinePlus

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See Class Objectives on p. 54

1. **Explain and illustrate** : Visit MedlinePlus to show that current and reliable health information can be found on the Web. 20 minutes
2. **MedlinePlus Overview**: Model the various ways to browse for answers effectively (pp. 56 – 64). 15 minutes
3. **Interactive Class Activity**: Use of the tutorial and navigating around the main features of MedlinePlus. 15 minutes
4. **Practice Browsing**: 15 minutes
5. **Wrap-up and Review**. 10 minutes

# Class Four, 1: Explain and Illustrate

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- **Familiarize students with the main features of MedlinePlus**
- **Talk about MedlinePlus and mention the following:**
  - 1) **MedlinePlus is an excellent resource for health information;**
  - 2) **It is designed for health professionals and general health information consumers as well as for patients and their families;**
  - 3) **MedlinePlus is published by the National Library of Medicine and the National Institutes of Health;**
  - 4) **You can always count on it to be reliable;**
  - 5) **Most of the information on MedlinePlus is available in both Spanish and English**

# **Class Four, 2: MedlinePlus Overview (pp. 56 – 65)**

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- 1. If you need general information about a specific health condition, go to '*Health Topics*';**
- 2. If you want to read a short article with pictures and diagrams about a certain health condition, go to the '*Medical Encyclopedia*';**
- 3. If you want to know the meaning of a health-related word you heard or read, go to the '*Dictionary*' (English only);**
- 4. If you want to read up-to-date news about health topics, go to '*News*';**
- 5. If you need help finding doctors, dentists, and hospitals, go to '*Directories*' (English only);**
- 6. If you need information on things not listed above, such as local libraries, health organizations, or international sites, go to '*Other Resources*' (English only);**
- 7. If you want to learn more about a certain health condition with movies, slides, and narration, go to *Interactive Tutorials*; emphasize that this is an excellent tool for learning.**

**Point out that once we go into any of the sections, the buttons with the different sections on the Home Page are still available in the form of tabs hanging from the top header.**

# **Class Four, 3: Interactive Class Activity**

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- 1. Demonstrate a MedlinePlus tutorial**
- 2. Browse MedlinePlus by navigating from its well-laid-out home page**

# **Class Four, 4: Practice Browsing**

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**Formulate and answer some health questions using MedlinePlus**

# **Class Four, 5: Wrap-up/Review**

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**Remind class that MedlinePlus is one of the best health websites on the World Wide Web**

# Class Five Outline: KidsHealth, NOAH and Practice

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1. **Introduce KidsHealth**, a great site to learn about children's health (10 minutes)
2. **Introduce NOAH**, a website similar to MedlinePlus that contains links to high quality health-related web sites. (10 minutes)
3. **Exercises and Practice** (15 minutes)
4. **Wrap-up and Review** all five classes (20 minutes)

**Reminder:** the research staff will need about 20 minutes at the end of Class Five to conduct a focus group.

# Class Five, 1: Kidshealth

**Kidshealth:** is created by the Nemours Foundation, an organization devoted to promoting the health and well-being of children.

The address or URL of Kidshealth is [www.kidshealth.org](http://www.kidshealth.org)  
Kidshealth is a website that provides quality health information relating to parents, children and teens.



Now that you know how to navigate a website, go to Kidshealth and explore the parents and children sections. A lot, but not all, of the information is available in Spanish as well.

# **Class Five, 2: NOAH New-York Online Access to Health**

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**[www.noah-health.org](http://www.noah-health.org)**

# Class Five, 3: Exercises and Practice

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**Review all of the classes and let students, working in pairs, practice.**

# Class Five, 4: Wrap-up/Review

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**The last 20 minutes of class will be needed by the research team for a focus group**