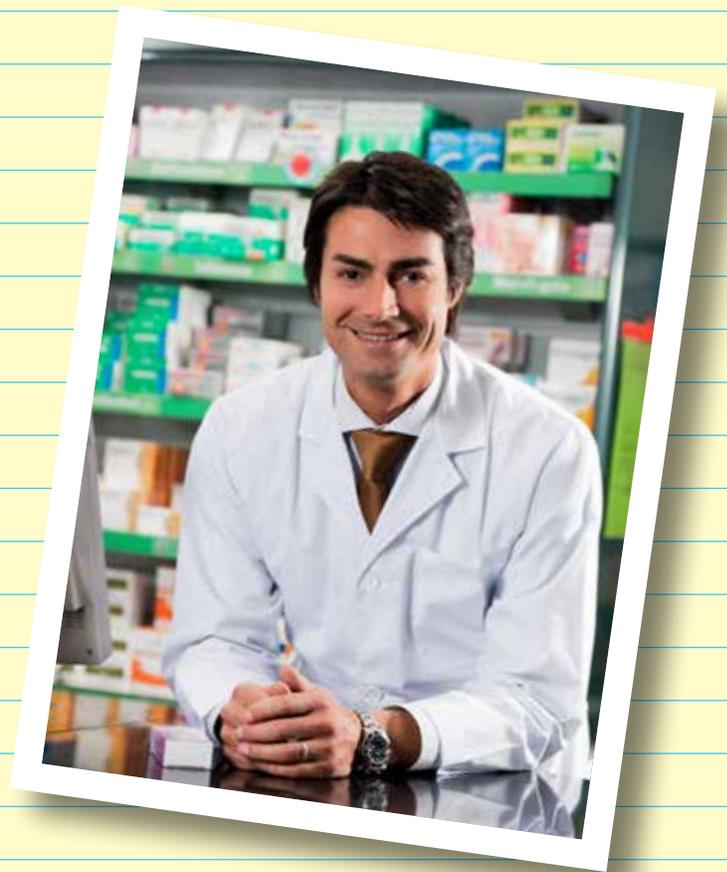
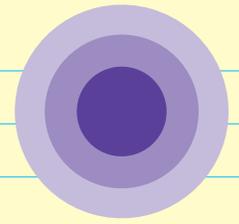


Calling In A Prescription Refill

Moving from Pediatric to Adult Health Care

Lesson Plan



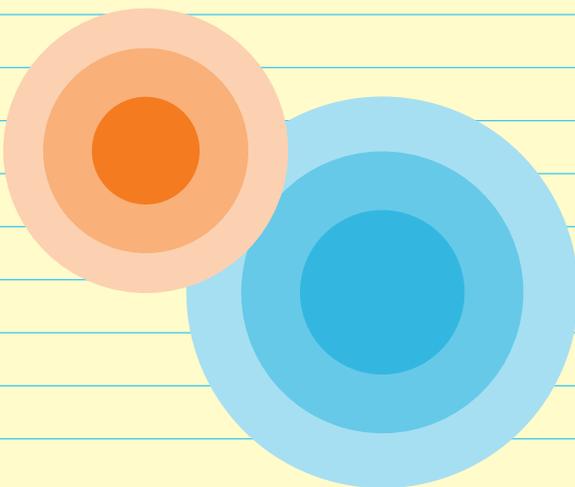


Learning Objectives:

- Know that prescriptions are typically called in on a monthly basis, at least one week before the medication supply runs out
- Understand the importance of keeping medications in the original container with the prescription label
- Be able to identify the pharmacy phone number, the prescription number, the number of refills, and the medication expiration date on a prescription label
- Practice reading information from the prescription label out loud.
- Utilize checklists and templates when calling in a prescription refill

You Will Need:

- Cell phones
- Pen or Pencil
- Individual copies of sample prescription label and role play scripts (print the blank forms at the end of this unit)
- White board, blackboard, or poster for KWL chart & mind map
- Computer or DVD Player and Video (download videos from www.HealthyTransitionsNY.org)



About the Healthy Transitions Lesson Plans

The Healthy Transitions lesson plans are designed for group sessions with an instructor and 5-15 young adults with developmental disabilities. Each module can be completed during an hour-long session that includes time for breaks and informal discussion. Units can be presented as a stand-alone activity, or as a 6-part curriculum. The goal is to foster self-determination and the active involvement of young adults with developmental disabilities in their own health care.

The lesson plans are organized around modeling and role-play for 6 key interactions relevant to successful navigation of the health care system:

Office Secretary > Scheduling an Appointment
Transportation Provider > Scheduling Transportation
Office Receptionist > Paperwork at the Sign in Desk
Physician or Nurse > Speaking up at the Doctor's Office
Pharmacist > Calling in a Prescription Refill
Service Coordinator > Setting Health Goals

The lesson plans focus on encounters with **people** in the health care system. This format was developed with input from young adults with developmental disabilities. Our focus groups revealed that young adults with developmental disabilities experience health care in terms of buildings (hospital, offices) and episodes (emergencies), rather than relationships and interactions. The Healthy Transitions lesson plans build skills that youths can use to partner more effectively with their health care team.

Modeling, role-play, and active participation are key components of each lesson plan. Lesson plans also include chant, rap and cheers to foster a positive learning environment. Each module begins with an informal assessment of the participants' strengths, knowledge, experiences, and learning styles. Skills can be developed across a wide range of individual ability levels by mixing and matching activities as appropriate for each group.

The Healthy Transitions lesson plans were developed by Patricia Slaski, MEd, a teacher with more than 33 years of experience in the field of special education. Pat is also the mother of an adult daughter, Darcy, who has multiple disabilities. The modules were designed with input from youths, parents, health care providers, service coordinators, and educators with funding support from the NYS Developmental Disabilities Planning Council, the NYS Department of Health, Burton Blatt Institute at Syracuse University, and the Golisano Children's Hospital at SUNY Upstate Medical University in Syracuse, New York. The Healthy Transitions project also features a ten-part series about health care transition for professionals and parents. Please visit us on the Internet at www.HealthyTransitionsNY.org for more information.

The suggested sequence of skill building activities is:

- 1. KWL chart:** This chart is used at the beginning and at the end of each session. It summarizes current knowledge about a topic—what participants want to know—and, at the end of each session—what was learned.
- 2. Video:** The group views several brief 2-3 minute video vignettes. These videos feature actors who are young adults with developmental disabilities demonstrating etiquette and skills relevant to various health related skills. The videos can be viewed and downloaded from www.HealthyTransitionsNY.org.
- 3. Mind Map:** After viewing each video, a mind map is generated as a group activity to summarize concepts and ideas learned.
- 4. Confidence meter:** This is an individual self-rating measure to create awareness about the participant's comfort, attitude, and familiarity with a specific health care interaction. The confidence meter is used before and after the role-play activity to track progress.
- 5. Role-play:** Participants break into small groups for role-play practice. A sample form can be used as a script. Each participant can also customize a blank role-play template.
- 6. KWL chart:** This chart is used at the end of each session, to summarize what was learned. Items listed in the "What I Learned" column can be used on the certificate to document achievement at a wide range of individual ability levels.
- 7. Rap, Chant, Group Energizer:** These activities are "group energizers" that can be used to engage participants at anytime during the lesson plan. These may be particularly relevant to auditory or tactile learners or participants who are unable to engage in structured role-play
- 8. Certificate:** Items listed in the "What I Learned" column can be used on the certificate to document achievement at a wide range of individual ability levels. Self-score on the confidence meter is used to embellish the "seal" on the certificate of achievement for each module.



Note from Pat: Please contact us at www.HealthyTransitionsNY.org if you have any questions or suggestions for improving the curriculum. We welcome feedback!

Sincerely,
Pat Slaski

Video Guide: Calling in a Prescription Refill

In this vignette an adolescent with cerebral palsy demonstrates how to call in a prescription refill. The phone call begins with her saying that she is calling in a prescription refill. She then gives her prescription number, explains that she will pick up the prescription, and says thank you. The use of a pill organizer is also discussed.



1. "Take a look at the label . . ."

There is a great deal of useful information on a prescription label. The video begins with an animation that reviews all the components. Ask participants to discuss why this information is useful.

2. "When you call the pharmacist . . ."

Many people are confused by voice mail prompts. Explain that most voice mail recordings will include a prompt for speaking directly with the pharmacist. Simply staying on the line is another strategy for speaking directly with the pharmacist. Discuss why it is important to say why you are calling in a clear and concise manner.

3. "You might be asked . . ."

Make sure that participants understand that the pharmacist may ask the caller several questions. For example, the pharmacist may ask when or how the prescription will be picked up.

3. "Medication organizers can be very helpful."

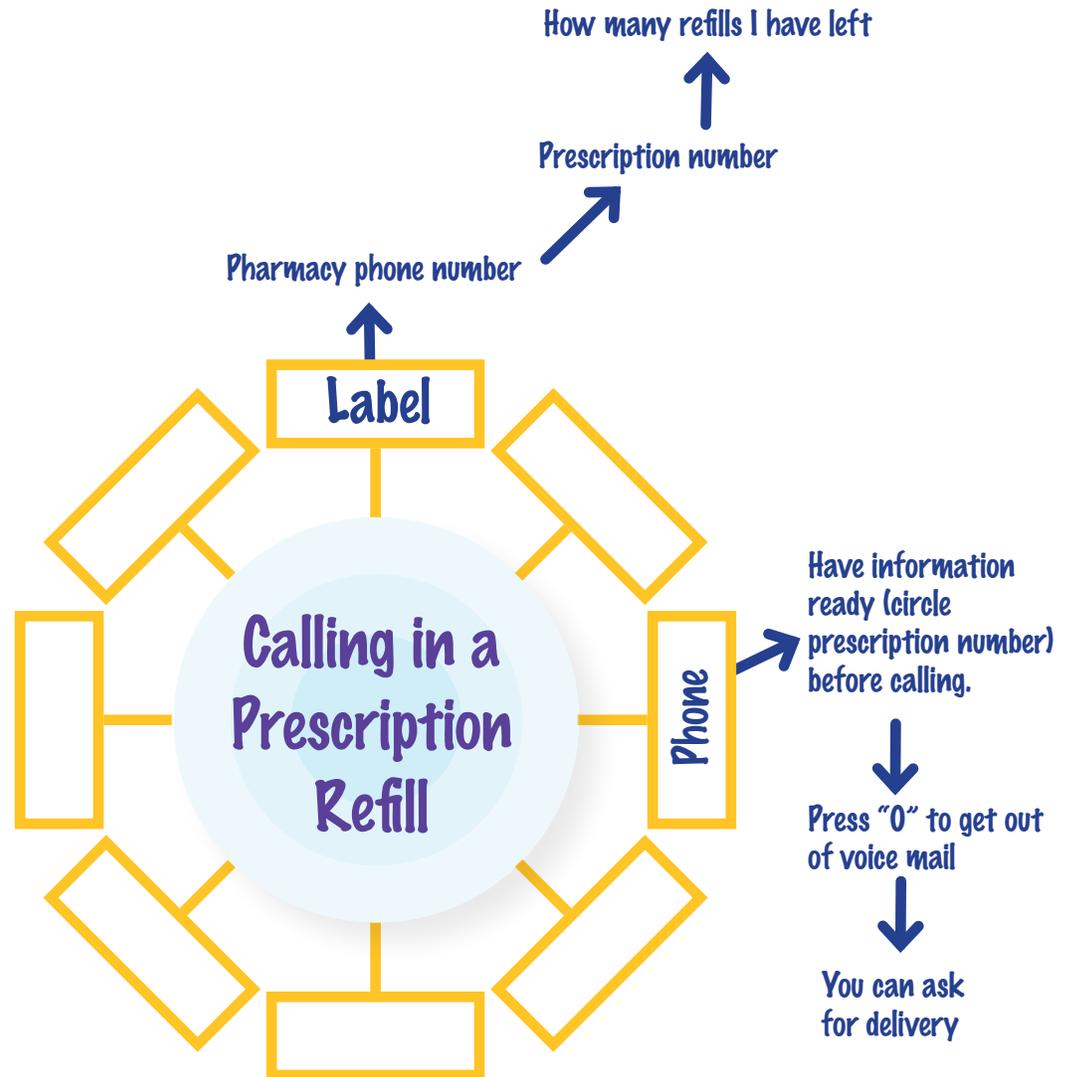
This part of the vignette demonstrates the use of a pill organizer. A pill organizer is best filled with supervision, to assure accuracy. The original bottle and prescription label should always be retained.

Questions for Group Discussion

- ▶ What do you need to have ready before calling in a prescription refill?
- ▶ What information does the pharmacist need when you call for a refill?
- ▶ Have you ever called in a prescription refill?

Download this video by selecting the "VIDEOS" tab on our home page at www.HealthyTransitionsNY.org. To download a moderator guide for all of the videos, click the "SKILLS" tab.

Sample Mind Map



How to use the Mind Map

This chart can be used in individual or group settings to break down the information that was presented in the video vignette. Enter the video title in the center area and related topics in the surrounding boxes. Draw lines to make connections between related topics. Additional ideas may be added by drawing separate lines outward. Color and pictures may be used to enhance information. "Post-it" notes can also be used. These can be arranged by the group on a table or a white board.

Confidence Meter



How to use the Confidence Meter: Participants are asked to rate how confident they are about interacting with various health care professionals. The confidence meter focuses attention on their social skills and language pragmatics. It can be used to generate discussion about the importance of active participation in one's own health care.

Role Play Example: Calling in a Prescription Refill

1. Gather the items you will need to call in a prescription refill.
2. Using the following script, practice making a phone call with a partner who acts the role of the pharmacist.
3. Reverse roles and repeat.

You Will Need:

- Cell phone
- Prescription bottle with label

YOU

Many pharmacists use voice mail.

You can follow the voice mail prompts:

"To refill a prescription press 1" (press 1 on your keypad)

"Use the touch pad on your phone to key in the prescription number followed by the pound sign." (enter prescription number on label)

Or simply press "0" to speak with the pharmacist

Hello, my name is (say your name)

I would like to call in a prescription refill.

Do you have your prescription number?

Pharmacist

YOU

Check your prescription label and give information:

My prescription number is: (read number from prescription label)

When will my prescription be ready?

The pharmacist will tell you when your prescription will be ready.

He may ask you if you want it delivered or if you will pick it up.

Pharmacist

YOU

Tell the pharmacist how you will get your prescription:

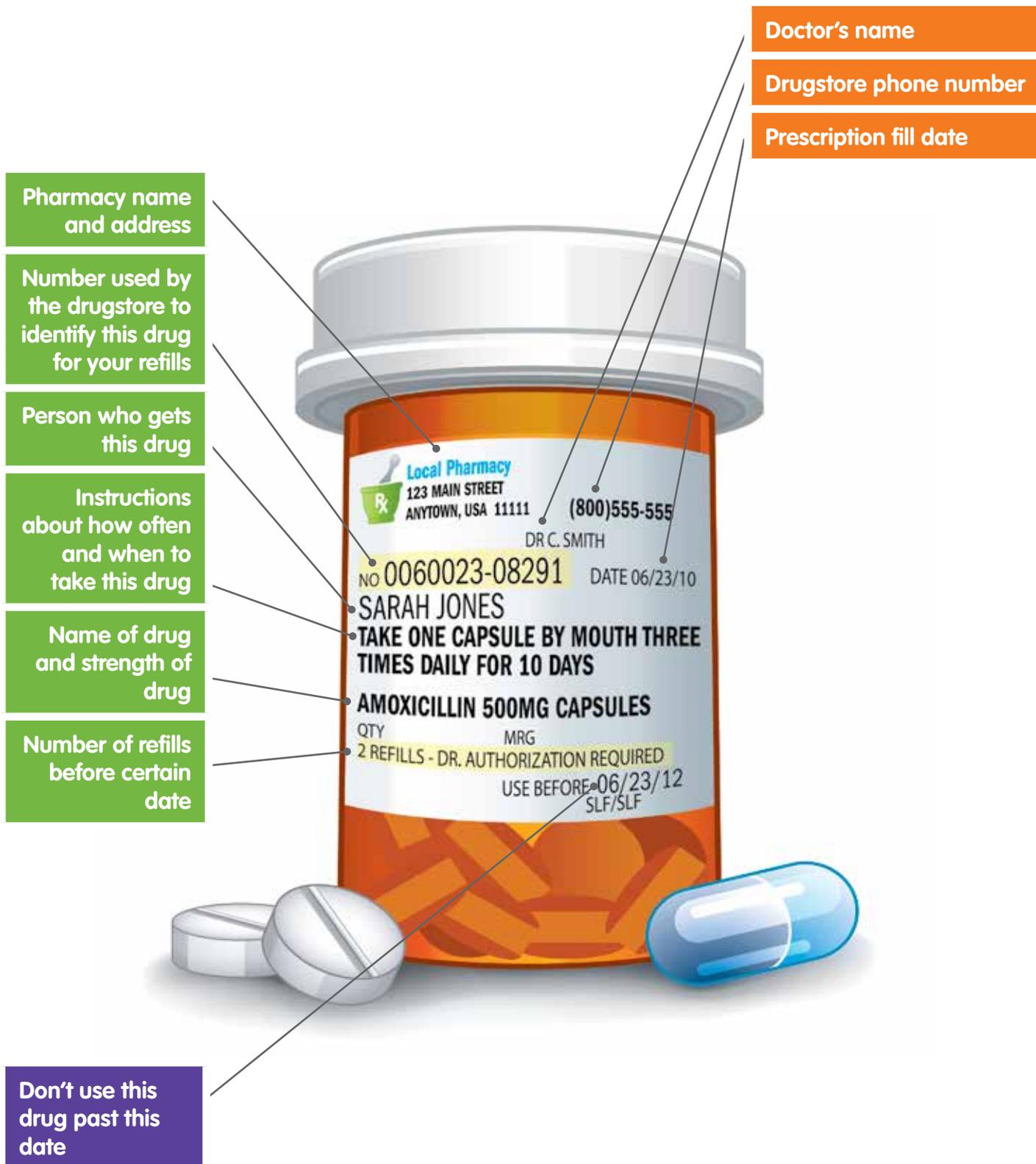
"Yes. I'd like to have the prescription delivered please"

or

"Thank you, I will pick it up"

How to use the Role-Play Template: Use this template as a script with 2 or more individuals. Cell phones and a prescription bottle can be used as props. Individuals may also use the blank template to customize scenarios. Have individuals practice reading information from the prescription label. Reverse roles and repeat. Use the "confidence meter" before and after each role-play session to track progress.

Prescription Label



How to use the Prescription Label

Familiarize yourself with all of the information that is included on a prescription label.

RAP

Looks like prescription is getting low
Need to call in a refill, that I know
Punch drugstore number into my cell
Get through to pharmacist, say all I need to tell
Have prescription label in my hand
Plus any questions for me to fully understand

Pick up or delivery, decide which one is best
Copay and some cash, pharmacist knows the rest
Like why, when, and how to take
For me to stay healthy and feeling really great

Now I'm the Master
Using my Skills as a Rapper!



How to Use Rap

Rapping helps auditory learners to become familiar with new vocabulary. Rapping is just a matter of matching the beat with the rhythm of the words. Each beat accents a different syllable. Participants may pick a favorite song or use the sample and create their own beat. After listening to the words, participants clap along to the beat, and start "rapping" with the song.

Chant

Hands up // (silent beats)
For **Health** // (silent beats)
Gonna' name (clap, clap)
Some **SCHEDULING SKILLS** (clap, clap)
One apiece (clap, clap)
No repeats (clap, clap)
No hesitation (clap, clap)
No duplication (clap, clap)
Starting with (clap, clap)

Named participant responds with a word or idea about the topic.
It's okay for a participant to pass if they so choose.



How to Use the Chant

Participants are seated in a circle. The instructor names a skill topic and demonstrates singing and clapping of the chant. Participants are encouraged to join in with the singing and clapping. As their name is called participants state words or ideas that fit with the topic. Naming moves one-by-one around the circle. Participants may "pass" if they prefer. Process continues until everyone has had an opportunity.

Group Energizers

Standing Ovation
(make an O with arms)

Sitting Ovation

Clam Clap

2 Finger Clap – Opera Applause

Clap and a Half

Micro-wave

High Five

High Five & Ankle Shake

Raise the Roof

Drum Roll

Round of Applause

Pat on the Back

Give Yourself a Hug

Awesome Cheer

Seal of Approval

YES, YES, Y - E - S Cheer

Excellent – Air-Guitar

Two Thumbs Up

WOW (W - 3 fingers, O - open mouth, W - 3 fingers)

Knuckle Knock

Knuckle Knock with attitude

How to use the Group Energizers

For a job well done, participants select a cheer to celebrate hard work and success! Group energizers can be used at the end of a unit, when discussing the “What I Learned” list on the KWL chart, or at any time throughout the session to promote active participation.



Role Play-Now You Try! Calling in a Prescription Refill

1. Gather the items you will need to call in a prescription refill.
2. Using the following script, practice making a phone call with a partner who acts the role of the pharmacist.
3. Reverse roles and repeat.



YOU

Pharmacist

YOU

Pharmacist

YOU

Make sure to say thank you!

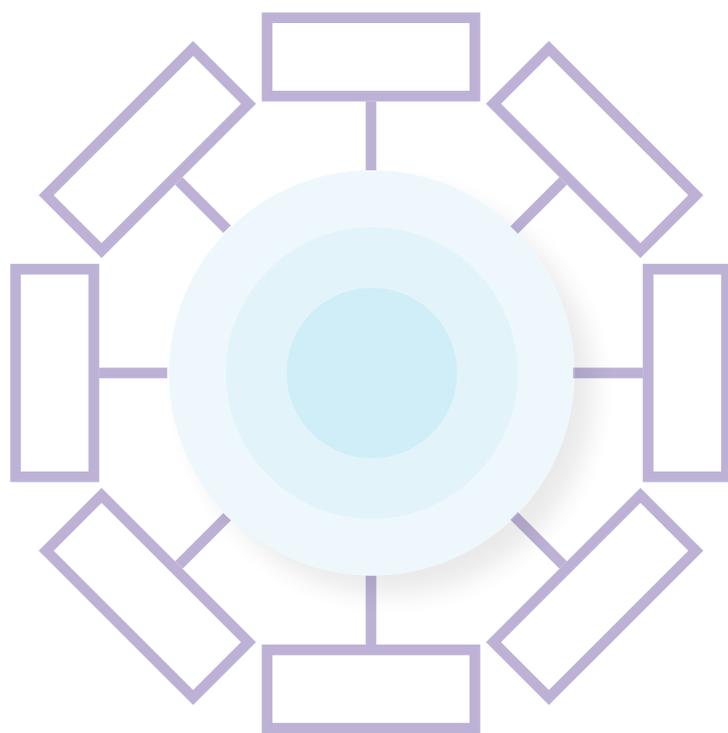
Prescription Label



How to use the Prescription Label

Use this picture of a prescription bottle to familiarize yourself with the information that is included on a prescription label. Circle the pharmacy number, the prescription number, and the number of refills left on the label before calling the pharmacist for a prescription refill. Try this with your own prescription bottles too.

Mind Map - Now You Try



How to use the Mind Map

This chart can be used in individual or group settings to break down the information that was presented in the video vignette. Enter the video title in the center area and related topics in the surrounding boxes. Draw lines to make connections between related topics. Additional ideas may be added by drawing separate lines outward. Color and pictures may be used to enhance information. "Post-it" notes can also be used. These can be arranged by the group on a table or a white board.

CONGRATULATIONS!

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**Has Successfully Learned Skills for
Calling in a Prescription Refill**

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healthy 
transitions

Moving from Pediatric to Adult Health Care



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