

T.L.C. Facilitator's Manual

Staying Healthy Module Session #10: Attending Health Care

Appointments (2 hrs)

OBJECTIVES:

1. Participants will change attitudes which interfere with attending health care appointments.
2. Participants will identify and problem solve barriers to keeping appointments.
3. Participants will be able to speak assertively to health care personnel.
4. Participants will increase their motivation to attend medical appointments.

RATIONALE:

While keeping health appointments seems an obvious necessity in order to receive care, many people do not keep them. Some of the reasons relate to the meaning that keeping the appointment implies - I am sick or patients may fear what news will be given to them at the appointment. In other cases patients are intimidated by health care personnel and lack skills in talking to them.

This session tries to remove the attitudinal and skill deficit barriers that might prevent HIV positive youths from attending health care appointments and accessing care. Problem solving is introduced, and assertive behavior is practiced. Attempts are made to increase motivation by developing a list of pros and cons and by relating attending appointments to the self-concept.

SUMMARY:

1. Welcome the participants. Review between session goals. Do a lottery. (15 minutes)
2. Introduce the topic of attending appointments and relate it to feelings. (15 minutes)
3. Make a list of pros and cons for attending appointments and ask the participants if they are the kind of person who attends appointments. (10 minutes)
4. Work on changing negative attitudes toward appointments and health care through responding to cards. (30 minutes)
5. Identify barriers and problem solve them. (20 minutes)
6. Practice speaking with a health care provider. (15 minutes)
7. End with between-session goals and showing appreciation to each other. (10 minutes)

Rev. 4-94

MATERIALS:

Module 1 Attendance Sheet
Newsprint & Marker
Lottery tickets

Lottery envelope
Lottery prize
"Thanks"
Goal Cards
Goal Summary Sheet
Goal Summary Display Chart
Scripts: Missing Appointments; I Forgot!; The Next Appointment
Feeling Thermometer on Keeping Appointments
Attitude Cards
Guidelines for Talking with Health Care Personnel

Note to the Facilitator: **Bold** letters tell you what each exercise is to accomplish. CAPITAL letters tell you what to do. Small case letters give you an example of what to say. Feel free to put what you say into your own words.

NOTES TO MYSELF (REMINDERS, POINTS TO MAKE)

Exercise 1: What Happened Between Sessions?
(15 minutes)

[The purposes of this exercise are to build self-esteem, and to increase self efficacy, to enhance group cohesion. Positive introductions, "Thanks," reviewing steps taken and efforts to make life better, and a lottery are used to achieve the desired ends.]

We want to thank you all for coming today!! It's great that we can meet together again!

Between the sessions you were going to take certain steps.

Remember?

■REFER TO THE TLC GOAL SUMMARY SHEET FROM THE PREVIOUS SESSION

You each had a goal or target to achieve.

How did you make out?

■ENCOURAGE SHARING OF TARGETS. BRAINSTORM OVERCOMING ONE OR TWO OBSTACLES TO ACHIEVEMENT IF THEY COME UP.

■GIVE OUT 20 "THANKS" TO EACH YOUTH.

As I said before, we are pleased that you are here today.

To show our appreciation of your attending today's session we will do a lottery.

When you get a lottery ticket, write your name on it and hand it in.

■PASS OUT LOTTERY TICKETS. HAVE THE YOUTHS WRITE THEIR NAMES ON THEM. COLLECT THEM, MIX THEM UP, HAVE SOMEONE DRAW A WINNER, AND GIVE THE LOTTERY PRIZE.

Exercise 2: What Is Today's Session About?
(15 minutes)

[The purposes of this exercise are to introduce the topic and to link the topic to feelings in order to make the issues more real. A script and the Feeling Thermometer are used.]

To get into today's topic I need two volunteers to act out a soap scene.

Who will be Randy and John, or Rhonda and Jessisca?

■SELECT THE VOLUNTEERS. DECIDE WHO WILL PLAY WHICH PART. GIVE OUT THE SCRIPTS AND HAVE THE ACTORS READ THE SCENE ALOUD TO THE GROUP.

MISSING APPOINTMENTS
Boys' / Girls' Group

RANDY/RHONDA: Are you John/Jessica?

JOHN/JESSICA: Yes.

R: I'm Randy/Rhonda from the Clinic.

J: What clinic?

R: Where you are supposed to be coming for treatment. You
went there a couple of months ago.

J: Oh, yeah. I remember.

R: You need to be keeping track of your t cell count.

J: So?

R: So you haven't been coming. We keep sending you
appointment cards and calling you and you don't show.

J: I forget.

R: If we went back to the clinic right now, I'm sure I
could get you in for a check-up.

J: I can't do it now.

R: I'll go with you.

J: Thanks but I'm supposed to meet a friend now. In fact,
I'm late.

R: Look, John/Jessica, this is really important. I'm HIV
positive too. I volunteer time to go find people who don't
come in regularly. You got to watch out for your health.

J: Not now. Thanks for coming by, but not now.

R: What's the problem?

THE END

What do you think the problem was?

Why didn't Jessica/John want to go?

■ENCOURAGE SHARING IDEAS OF WHY JESSICA OR JOHN MIGHT NOT HAVE WANTED TO KEEP HER/HIS APPOINTMENTS.

Those were some good ideas.

As you can guess, today we are working on keeping health care appointments.

I wonder how you feel about keeping appointments.

Remember the Feeling Thermometer?

100 degrees means you are very uncomfortable, and 0 degrees means you are completely comfortable.

Let's get some temperature readings.

■PASS OUT THE FEELING THERMOMETER ON ATTENDING APPOINTMENTS. READ THE SITUATIONS.

1. You sit in the waiting room at the clinic for an hour before your name is called.
2. The doctor keeps on you and on you to take better care of yourself.
3. You look around in the waiting room at the clinic and see a lot of really sick looking people.
4. Your friends make fun of someone who is sick.

Put down what your temperature readings would be in those situations.

What are some of your temperature readings?

■ENCOURAGE SHARING OF TEMPERATURE READINGS.

Those situations were to get us started.

What are some situations you have faced about keeping appointments and how did you feel in those situations?

■ENCOURAGE SHARING OF SITUATIONS AND FEELINGS.
EXPLORE WHY THE YOUTHS FELT AS THEY DID.

How you feel will make a big difference in terms of keeping appointments.

If you expect to feel terrible, you are less likely to want to attend an appointment.

Exercise 3: Why Should I Care About Keeping Appointments?
(10 minutes)

[The purpose of this exercise is to increase motivation to attend health care appointments. Listing pros and cons and determining if keeping appointments is consistent with one's view of one's self are employed.]

Keeping your medical appointments is an important area for us to deal with because many people with all different kinds of health problems do not follow what is prescribed for them and do not keep appointments.

It is a big problem.

Why would someone want to keep their medical appointments?

Let's make a list of the pros and cons.

■PUT A "PRO" AND A "CON" COLUMN ON NEWSPRINT.
ENCOURAGE YOUTHS TO CALL OUT REASONS FOR AND AGAINST
KEEPING THEIR APPOINTMENTS. WRITE THEIR IDEAS IN THE
COLUMNS.

That's a good list of pros and cons.

Unless there are more pros than cons, you are not likely to meet your appointments.

Also, we need to find out if keeping your appointments fits in with your view of yourself.

Could I have a volunteer, please?

■SELECT A VOLUNTEER. INTERVIEW THE VOLUNTEER.

While I talk with _____ (NAME OF VOLUNTEER), I want the rest of you to pay attention to the answers given.

(TO THE VOLUNTEER) - I am going to give you a statement, and I want you to tell me how much you agree with it.

1 means agree and 7 means disagree.

■PUT A 7 POINT SCALE ON NEWSPRINT AS FOLLOWS:

agree 1 2 3 4 5 6 7 disagree

You can be anywhere between those two points.

Here is the statement: "I am the kind of person who usually keeps my medical appointments."

How much do you personally agree with that statement?

■OBTAIN A RESPONSE.

What are people like who keep their medical appointments?

What qualities do they have?

■OBTAIN A RESPONSE. PUT QUALITIES ON NEWSPRINT.

Do you have the same qualities or are you different in some ways?

Tell us about it.

■OBTAIN A RESPONSE.

Do the rest of you think that _____ (NAME OF VOLUNTEER) will most likely keep his or her medical appointments?

■DISCUSS HOW THE WAY IN WHICH A PERSON SEES HIM/HERSELF WILL INFLUENCE KEEPING APPOINTMENTS.

You can see that a lot of factors will influence whether you keep your medical appointments and go when you need to.

Only you can decide what you are going to do.

Do the pluses outweigh the minuses?

Does taking care of yourself and attending your appointments fit with who you think you are?

Answering these questions can help you figure out what to do.

Exercise 4: What Are My Attitudes Toward Medical Care?
(30 minutes)

[The purpose of this exercise is to create more positive attitudes toward receiving medical care. Having youths argue against negative attitudes is the approach used.]

People may have negative attitudes toward receiving medical care.

These attitudes may keep them from attending appointments and following treatment protocols.

Some of those attitudes may be present here.

I would like you to practice arguing against some of those attitudes.

I am going to give you a card with an attitude about appointments on it.

■THE YOUTH WHO GETS THE CARD PASSES IT AS INSTRUCTED, AND THE ONE WHO RECEIVED IT READS THE STATEMENT. THE YOUTH WHO PASSED IT MUST COUNTER THE STATEMENT, AND TRY TO ENCOURAGE THE PERSON TO KEEP APPOINTMENTS.

I'll show you how it works.

■TAKE OUT THE "EXAMPLE" CARD AND MODEL WITH IT.

My card says to pass it to the person who is a capricorn - someone born between December 22nd and January 19.

■FIND A CAPRICORN OR THE CLOSEST TO IT. GIVE THAT PERSON THE CARD.

Now you read the attitude to me.

■THE YOUTH READS, "I DON'T FEEL AT HOME HERE BECAUSE NONE OF THE DOCTORS HAVE THE SAME CULTURAL BACKGROUND AS I DO."

So, I have to argue against that attitude.

I might say, "That's true. Many doctors are not from the same culture as their patients. That makes understanding your problem harder. But there are times when you need to look after your health even if the doctor isn't sympathetic. Keep looking for the right doctor but don't neglect your care in the meantime."

Have you got the idea?

■CLARIFY ANY CONFUSION.

Let's get started.

■PASS OUT THE CARDS ONE AT A TIME. AFTER A YOUTH RESPONDS, GO TO THE NEXT YOUTH. IF NO ONE HAS THE BIRTH SIGN ON THE CARD, GET THE NEXT CLOSEST. TRY TO MAKE SURE EVERYONE HAS A CHANCE TO HELP COUNTER AN ATTITUDE. DO AS MANY OF THE FOLLOWING AS POSSIBLE, LEAVING ENOUGH TIME TO GET A FEW EXAMPLES FROM THEM.

■ATTITUDES ON THE CARDS ARE AS FOLLOWS:

"If I go to the clinic, people will know I am HIV+."

"I don't think I am really sick."

"I hate taking orders from doctors."

"There is nothing they can do anyway."

"I can't afford to take the time off from work."

"I never took good care of myself before, and I can't start doing it now."

"The clinic is in a poor location. There are too many drug dealers around."

Exercise 5: What Other Barriers Keep Me From Appointments?
(15 minutes)

[The purpose of this exercise is to improve problem solving skills related to attending appointments. Barriers are identified, and problem solving is applied.]

Let's see if we can solve some problems that these barriers create.

I need two volunteers to read a brief soap scene in which there is a problem.

We will use this scene as an example of how to apply problem solving to a barrier.

Who will be Melissa and Charlene or Marvin and Charles?

■SELECT THE VOLUNTEERS. DECIDE WHO WILL READ EACH PART. GIVE THEM THE SCRIPTS AND HAVE THEM READ THE SCENE ALOUD TO THE GROUP.

I FORGOT!
(BOYS' / GIRLS' GROUP)

MARVIN/MELLISA: I didn't see you at the clinic today.

CHARLES/CHARLENE: What do you mean?

M: Don't you remember? We both had appointments at 1:00 this afternoon.

C: Oh, No! I completely forgot. I'm sorry. I just lost it. I completely forgot. Until you said it just now, there was no recollection of any appointment.

M: What's wrong with you? You keep forgetting things.

C: Listen, ever since I found out I was positive that's all I think about. There's no room in my head for anything else. I'm all nerves. I set something down and can't remember where I put it.

M: Go to the clinic. You'll find out you are doing well. It will take the worry off your mind.

C: It will make it worse.

M: How do you figure?

C: I know what they are going to tell me.

M: What?

C: That I'm going to die in a couple of months. I don't want to hear that.

M: Who told you that?
C: Nobody. I can just feel it.
M: That's not what they are going to tell you. We got to figure out a way to get you in there.
C: I'm scared.

THE END

Thank you!

■GIVE OUT "THANKS" TO THE PLAYERS.

Trying some problem solving would be useful here.

■PUT THE STEPS OF PROBLEM SOLVING UP ON NEWSPRINT.

DEFINE THE PROBLEM
FIGURE OUT THE GOAL
LIST ACTIONS YOU MIGHT TAKE
DECIDE ON A COURSE OF ACTION
DO IT
REVIEW IT

We have been over these steps before.

■GO OVER THE STEPS VERY BRIEFLY WITH JUST A COMMENT OR TWO. USE THEM AS A GUIDE. FOCUS ON DEFINING THE PROBLEM, GENERATING ALTERNATIVES, AND DISCUSSING WHICH ALTERNATIVES ARE THE BEST.

What is Charle's/Charlene's problem?

■ENCOURAGE IDENTIFYING THE PROBLEM. TWO PROBLEMS EXIST - 1) CAN'T REMEMBER DUE TO PREOCCUPATION WITH HER/HIS HIV STATUS AND 2) IS AFRAID.

What are some different actions you might take?

■ENCOURAGE GENERATING ALTERNATIVES SUCH AS KEEPING A SCHEDULE, HAVING THE CLINIC CALL AND REMIND HER/HIM, HAVING SOMEONE GO WITH HER/HIM, SET UP A BUDDY SYSTEM, TAKE LITTLE STEPS TOWARD GOING ON HER OWN, IMAGINING BEING ABLE TO GO, AND SO ON.

What are the advantages or disadvantages of each alternative?

Or what do you think the consequences would be of doing each alternative?

■ENCOURAGE DISCUSSION AND EVALUATION OF ALTERNATIVES, AND DECIDE ON A COURSE OF ACTION.

Now we want you to do the same thing, but not from one of our examples, but from one you think is a problem.

■HAVE GROUP GENERATE 1-3 EXAMPLES AND THEN HAVE THEM CHOOSE WHICH ONE THEY WANT TO DO.

■ENCOURAGE LISTING OF BARRIERS. WRITE THEM ON NEWSPRINT.

Which one would you like to work on?

Let's review the problem solving steps again and use them;

DEFINE THE PROBLEM
FIGURE OUT THE GOAL
LIST ACTIONS YOU MIGHT TAKE
DECIDE ON A COURSE OF ACTION
DO IT
REVIEW IT

That was very good.

Exercise 6: How Can I Talk With a Health Care Provider?
(20 minutes)

[The purpose of this exercise is to improve youths' skills in being assertive with health care providers. Using a role play to practice is the approach.]

Sometimes you may not want to attend an appointment because you are uncomfortable dealing with a medical person or with the medical system.

That's why we want to take some time now and practice dealing with a situation involving medical people.

First, let me share some guidelines with you.

These guidelines give ideas about how to deal with medical people that you will be seeing over and over again.

■HAND OUT THE GUIDELINES FOR TALKING WITH HEALTH CARE PERSONNEL.

GUIDELINES FOR TALKING WITH HEALTH CARE PERSONNEL

STATE WHAT YOU NEED

SAY SOMETHING POSITIVE

LISTEN TO THE OTHER PERSON AND SHOW YOU UNDERSTAND

PROVIDE INFORMATION THEY NEED TO KNOW

STATE NON-HOSTILE FEELINGS

STATE WHAT YOU WANT FROM THE OTHER PERSON

Let me take a minute to go over the guidelines.

■MAKE BRIEF COMMENTS ON THE GUIDELINES. AN EXAMPLE FOLLOWS:

STATE WHAT YOU NEED - Put your comments to the medical people in terms of "I want" or "I need" not "you should."

SAY SOMETHING POSITIVE - It puts people in a better frame of mind. They won't be defensive.

LISTEN TO THE OTHER PERSON AND SHOW YOU UNDERSTAND - It helps when others think you can put yourself in their shoes, and it changes your own point of view.

PROVIDE INFORMATION THEY NEED TO KNOW - You may know more

about what is important than they do. Tell them what you think is important and give them the information they want as long as it is not too intrusive and is relevant.

STATE NON-HOSTILE FEELINGS - Stating "non-hostile" feelings is an attempt to get at the perspective that anger usually comes after other feelings such as hurt, rejection, fear, anxiety. Anger typically leads to attacking the other person and giving a blaming message. It can be more helpful to communicate the feelings that came first rather than the anger which came later when the situation was assessed.

STATE WHAT YOU WANT FROM THE OTHER PERSON - Let the other person know what you want them to do. Avoid misunderstandings.

Here is a demonstration of using the guidelines.

I will play the receptionist and my partner here (THE OTHER FACILITATOR) will play the teenager.

Watch carefully, and, then when we are finished, tell us what you liked and didn't like about the way the youth handled it.

■THE FACILITATORS MODEL THE GUIDELINES BY ACTING OUT THE FOLLOWING SCRIPT.

THE NEXT APPOINTMENT

RECEPTIONIST: Your next appointment will be on Friday at 8:30 am.

YOUTH: I can't come at that time. I need a Wednesday appointment in the afternoon.

RECEPTIONIST: Look, we are trying to squeeze you in.

YOUTH: I appreciate that. Wednesday is the best day for me.

RECEPTIONIST: The doctor isn't here then. He's always off on Wednesday afternoon.

YOUTH: OK, so, he's off on Wednesdays. I'm sure he needs a rest. Well, Monday is the next best day for me - mornings.

RECEPTIONIST: I'd have to check on that. A lot of people who have problems over the weekend want to come in on Monday mornings.

YOUTH: I feel frustrated not being able to get a time that is good for both of us.

RECEPTIONIST: Well, all right. We'll make it on Monday the 22nd at 9
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g.

YOUTH: Thank you. I feel better. That's good. I'll see you on Monday the 22nd.

THE END

So, what would you have done differently if you had been the teenager in the scene?

■ENCOURAGE CONSTRUCTIVE CRITICISM. DISCUSS WAYS TO DEAL WITH HEALTH PERSONNEL.

Now we want to give you a chance to try it.

We'll break into small groups where more people will have a chance to practice.

■DIVIDE THE GROUP IN TWO. THEN CREATE PAIRS. A FACILITATOR GOES WITH EACH HALF. FIRST ONE PAIR WILL ROLE PLAY THE SCENE WHILE THE OTHERS ARE OBSERVERS. A SECOND ROLE-PLAY IS INCLUDED IF THERE IS TIME FOR BOTH.

Role-Play #1:

(TO THE YOUTH): You have sitting in the waiting room for an hour.

Your appointment was for 2:45 and it is now 3:45.

You are bored and restless.

It seems to you that patients who came after you have been taken ahead of you.

Also you have been getting more colds recently and think the doctor needs to know, as it may mean your immune system is down.

Your goal is to get in and see the doctor as soon as possible.

(TO THE NURSE): It has been a very busy day.

The doctor is running late.

He told you he was late starting because he had an emergency at the hospital.

Your policy is to stay with the appointment schedule.

Your goal is to balance the patients' and the doctors' needs.

(TO THE OBSERVERS): Each observer will focus on something different.

You watch facial expressions, watch eyes, watch posture, listen to the voice, listen to the words, watch gestures.

OK, go ahead and do the first role play.

■ALLOW A FEW MINUTES FOR THE ROLE PLAY. WHEN THEY ARE FINISHED, OBTAIN FEEDBACK.

Now I would like some feedback for the person playing the youth.

(TO THE YOUTH) - Tell us how you felt, what was one thing that you did that you liked and one thing that you would do differently.

■OBTAIN FEEDBACK FROM THE YOUTH.

(TO THE NURSE) - Tell us how you felt, what was one thing that the youth did that you liked and one thing that you would have done differently if you had been the youth.

■OBTAIN FEEDBACK FROM THE NURSE.

(TO THE OBSERVERS) - What was one thing that the youth did that you liked and one thing that you would have done differently if you had been the youth?

■OBTAIN FEEDBACK FROM THE OBSERVERS.

Now let's have the second pair do a role play.

Role-Play #2:

Here are the instructions to the teenager.

■GIVE INSTRUCTIONS TO THE PLAYERS.

(TO THE YOUTH) - You are at the doctor's office and were told to take off your clothes and put on this little paper gown which is open up the back.

You are sitting there alone in this little examining room, and you begin to feel cold.

It is chilly in there.

Your goal is to get warmer.

Here are the instructions to the nurse.

(TO THE NURSE) - Sometimes patients complain of being cold while sitting undressed in their paper gowns which are open up the back.

You don't control the heat in the building and cannot turn it up.

You have no blankets.

You feel sorry for the patients.

Your goal is to make sure that the cold is not seen as your fault.

(TO THE OBSERVERS): Each observer will focus on something different.

You watch facial expressions, watch eyes, watch posture, listen to the voice, listen to the words, watch gestures.

Let's do the role play.

■ALLOW A FEW MINUTES FOR THE ROLE PLAY. WHEN THEY ARE FINISHED, OBTAIN FEEDBACK.

Now I would like some feedback for the person playing the youth.

(TO THE YOUTH) - Tell us how you felt, what was one thing that you did that you liked and one thing that you would do differently.

■OBTAIN FEEDBACK FROM THE YOUTH.

(TO THE NURSE) - Tell us how you felt, what was one thing that the youth did that you liked and one thing that you would have done differently if you had been the youth.

■OBTAIN FEEDBACK FROM THE NURSE.

(TO THE OBSERVERS) - What was one thing that the youth did that you liked and one thing that you would have done differently if you had been the youth?

■OBTAIN FEEDBACK FROM THE OBSERVERS.

■BRING THE GROUPS BACK TOGETHER.

Exercise 7: What Is Next?
(10 minutes)

[The purposes of this exercise are to encourage applications of skills learned in the workshop to outside settings, to create an interest in the future, and to build group cohesion. Setting between-session goals, introducing the next topic, and giving appreciation to each other is the format.]

We are at the end of today's session.

We tried to increase motivation for attending medical appointments, overcome barriers to going, and building skills that make keeping appointments easier.

I would like you to agree to take a step between the sessions.

The step would be related to keeping medical appointments.

Here are some examples of what your goal might be:

1. make a schedule of your medical appointments for the next three months.
2. pick a barrier that you have in keeping medical appointments and use problem solving to develop some strategies for overcoming it.
3. carry on a two minute conversation with a nurse or receptionist in a medical office.
4. make a list of four negative attitudes that you have toward keeping appointments and write how you would argue against them.

■POST GOAL SETTING CARD

It works best when your goal is realistic, clear, not too easy or too hard, has a clear endpoint so you can recognize when it's been accomplished.

What will you agree to do between sessions?

■GO AROUND THE ROOM AND ASK EACH YOUTH WHAT HIS OR HER GOAL WILL BE. WHAT STEP WILL HE OR SHE TRY TO TAKE?

At the beginning of the next session we will check on how you made out.

The next session will cover taking medication as a way of staying healthy.

We will meet on _____ (day and date) at _____ (time and place).

To end the session, let's show our appreciation to each other.

Let people know that you liked what they said and did today, their presence here, and their style.

■ENCOURAGE GIVING APPRECIATION. GIVE "THANKS" TO THOSE YOUTHS WHO REWARD OTHERS. MAKE SURE EVERYONE IS INCLUDED.

END OF SESSION #10 ON ATTENDING APPOINTMENTS

MISSING APPOINTMENTS
(BOYS' & GIRLS' GROUP)

RANDY/RHONDA: Are you John/Jessica?

JOHN/JESSICA: Yes.

R: I'm Randy/Rhonda from the Clinic.

J: What clinic?

R: Where you are supposed to be coming for treatment. You went there a couple of months ago.

J: Oh, yeah. I remember.

R: You need to be keeping track of your t cell count.

J: So?

R: So you haven't been coming. We keep sending you appointment cards and calling you and you don't show.

J: I forget.

R: If we went back to the clinic right now, I'm sure I could get you in for a check-up.

J: I can't do it now.

R: I'll go with you.

J: Thanks but I'm supposed to meet a friend now. In fact, I'm late.

R: Look, John/Jessica, this is really important. I'm HIV positive too. I volunteer time to go find people who don't come in regularly. You got to watch out for your health.

J: Not now. Thanks for coming by, but not now.

R: What's the problem?

THE END

FEELING THERMOMETER ON KEEPING APPOINTMENTS

100 VERY UNCOMFORTABLE
90
80
70
60
50
40
30
20
10
0 COMPLETELY COMFORTABLE

SITUATIONS

TEMPERATURE
READING

1. You sit in the waiting room at the clinic for an hour before your name is called.
2. The doctor keeps on you and on you to take better care of yourself.
3. You look around in the waiting room at the clinic and see a lot of really sick looking people.
4. Your friends make fun of someone who is sick.

EXAMPLE CARD: ATTEND

PASS TO THE PERSON WHO IS A CAPRICORN (12/22-1/19) OR CLOSEST TO IT

HOW WOULD YOU COUNTER THIS STATEMENT?

"I don't feel at home there because none of the doctors have the same cultural background as I do."

CARD 1: ATTEND

PASS TO THE PERSON WHO IS AN AQUARIUS (1/20-2/21) OR CLOSEST TO IT.

HOW WOULD YOU COUNTER THIS STATEMENT?

"If I go to the clinic, people will know I am HIV+."

CARD 2: ATTEND

PASS TO THE PERSON WHO IS A TAURUS (4/21/5/20) OR CLOSEST TO IT

HOW WOULD YOU COUNTER THIS STATEMENT?

"I don't think I am really sick."

CARD 3: ATTEND

PASS TO THE PERSON WHO IS A GEMINI (5/21-6/20) OR CLOSEST TO IT

HOW WOULD YOU COUNTER THIS STATEMENT?

"I hate taking orders from doctors."

CARD 4: ATTEND

PASS TO THE PERSON WHO IS A CANCER (6/21-7/22) OR CLOSEST TO IT

HOW WOULD YOU COUNTER THIS STATEMENT?

"There is nothing they can do anyway."

CARD 5: ATTEND

PASS TO THE PERSON WHO IS A LIBRA (9/23-10/22) OR CLOSEST TO IT

HOW WOULD YOU COUNTER THIS STATEMENT?

"I can't afford to take the time off from work."

CARD 6: ATTEND

PASS TO THE PERSON WHO IS A SCORPIO (10/23-11/22) OR CLOSEST TO IT

HOW WOULD YOU COUNTER THIS STATEMENT?

"I never took good care of myself before, and I can't start doing it now."

CARD 7: ATTEND

PASS TO THE PERSON WHO IS A SAGITTARIUS (11/23-12/21) OR CLOSEST TO IT

HOW WOULD YOU COUNTER THIS STATEMENT?

"The clinic is in a poor location. There are too many drug dealers around."

I FORGOT!
(GIRLS' / BOYS' GROUP)

MELISSA/MARVIN: I didn't see you at the clinic today.

CHARLENE/CHARLES: What do you mean?

M: Don't you remember? We both had appointments at
1:00 this afternoon.

C: Oh, No! I completely forgot. I'm sorry. I just
lost it. I completely forgot. Until you said it just
now, there was no recollection of any appointment.

M: What's wrong with you? You keep forgetting
things.

C: Listen, ever since I found out I was positive
that's all I think about.
There's no room in my head for anything else. I'm all
nerves. I set something down and can't remember
where I put it.

M: Go to the clinic. You'll find out you are doing
well. It will take the worry off
your mind.

C: It will make it worse.

M: How do you figure?

C: I know what they are going to tell me.

M: What?

C: That I'm going to die in a couple of months. I
don't want to hear that.

M: Who told you that?

C: Nobody. I can just feel it.

M: That's not what they are going to tell you. We
got to figure out a way to get you in there.

C: I'm scared.

THE END

GUIDELINES FOR TALKING
WITH HEALTHCARE PERSONNEL

1. STATE WHAT YOU NEED
2. SAY SOMETHING POSITIVE
3. LISTEN TO THE OTHER PERSON
AND SHOW YOU UNDERSTAND
4. PROVIDE INFORMATION THEY
NEED TO KNOW
5. STATE NON-HOSTILE FEELINGS
6. STATE WHAT YOU WANT FROM
THE OTHER PERSON

THE NEXT APPOINTMENT

RECEPTIONIST: Your next appointment will be on Friday at 8:30 am.

YOUTH: I can't come at that time. I need a Wednesday appointment in the afternoon.

RECEPTIONIST: Look, we are trying to squeeze you in.

YOUTH: I appreciate that. Wednesday is the best day for me.

RECEPTIONIST: The doctor isn't here then. He's always off on Wednesday afternoon.

YOUTH: OK, so, he's off on Wednesdays. I'm sure he needs a rest. Well, Monday is the next best day for me - mornings.

RECEPTIONIST: I'd have to check on that. A lot of people who have problems over the weekend want to come in on Monday mornings.

YOUTH: I feel frustrated not being able to get a time that is good for both of us.

RECEPTIONIST: Well, all right. We'll make it on Monday the 22nd at 9
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YOUTH: Thank you. I feel better. That's good. I'll see you on Monday the 22nd.

THE END