

MEETING HEALTHCARE ACCESS NEEDS

Preparing to Facilitate

Introduction	Materials and Equipment <ul style="list-style-type: none">• Name tags• Flip chart paper• Markers in different colors,• Masking tape• DVD Player• Video• Discussion Questions• Voices for Community Success Program materials for long version• Participant Handouts Participant Handouts <ul style="list-style-type: none">• Healthcare Contact List• Name and Location Map of Local Health Services• Blank Medical Cards• Brochures in Spanish• List of Resources• Healthcare Log
Ice-Breaker—Storytelling	
Transition	
Video Segment One	
View Video Segment One—Health Insurance Through Employment	
Discussion Use Stories from Ice breaker	
Video Segment Two	
View Segment Two—Medicaid and SCHIP	
Discussion	
Video Segment Three	
View Segment Three—Options, Rights and Working with Providers	
Discussion	
Conclusion and Follow-up	
Video Running Time = 25:16 Total Estimated Session Time = 1 hour 20 minutes	

Facilitator’s Note: If possible, this discussion may be greatly enhanced by the presence of an “expert” guest. For healthcare, this could include: doctor or RN, midwife, Medicaid, SCHIP or other social worker, Office of Minority Health or Office of Civil Rights personnel.

Estimated times reflect minimum amount of time to be devoted to each segment. If there are strict time constraints on a session, then the facilitator may need to pre-select just one or two questions from each segment for the group’s focus.

Introduction

5 Minutes

Begin the session by introducing yourself and your position. Explain that you will be facilitating today's session.

We suggest that you may want to begin with a quick introduction that highlights discussion goals/objectives and what may be learned from the video and discussion.

This brief introduction could highlight:

- How the video/discussion will help participants and their families connect with and access local healthcare services
- Who is eligible, what the requirements are, for both documented and undocumented workers, and what Spanish services and information are available
- How the U.S. healthcare system works on a local, state and federal level and how these are related – how are federal programs implemented on a local level?
- How participants can positively affect healthcare provisions in their community, and how to promote positive change in their community (via Iowa State University Extension Voices for Community Success).

Ice-breaker—story telling

10 Minutes

Ask participants to take a moment and think about a recent experience with the U.S. healthcare system. Think about the positive aspects of this experience (such as the general quality of healthcare available, or persons who may have advocated on their behalf to make the healthcare system easier to navigate). Then, identify what could be improved (such as access to interpretation or other resources in Spanish, insurance options, etc.).

Facilitator's Note:

Some Spanish-speakers may feel uncomfortable pairing up with someone of the opposite sex. You may offer the option of choosing a partner of the same sex, or facilitators may choose participants' partners.

Ask participants to pair up with someone they do not know well (if comfortable) and exchange stories.

Transition

5 Minutes

After each pair has exchanged stories, find one or two pairs willing to share their experience with the entire group. Have all participants work together to point out both the positive aspects and possible areas of improvement. Explain that the group will revisit these stories several times during the session, as the group discusses the healthcare situation in their communities.

Video

6:40 Minutes (from beginning of video to first introduction of parrot) Parrot asking: “Who can get Medicaid?”

Segment One

Introduction to health insurance and obtaining insurance through employment

Discussion—suggested questions to ask participants

8 Minutes

1. Is health care insurance offered through your workplace? If so, how long must a worker be employed there to be eligible for health benefits? Does the company make a contribution to the cost of the policy and if so how much? How much must one pay monthly for health insurance? Does it cover the entire family or just the worker? Can most people who work there afford the insurance?
2. When you or a family member is ill and needs to go to the doctor how much do you have to pay (called a co-payment) and how much does the company pay? [Persons without insurance can answer with knowledge they have of co-workers’ experiences].
3. What does your company do to help you understand your health care options? Is this information provided in Spanish? How might communication with employers be improved?
4. Who do you go to at work when you have questions about healthcare insurance? How could that system be improved?

Facilitator’s Tips:

- If appropriate, the facilitator may wish to “log” the healthcare experience with the use of a flip chart or chalk board. Writing certain concepts down may help track and reinforce both the positives to the healthcare system and where local communities can improve access to services.
 - Keep in mind the literacy level of participants, use simple phrases, one or two word clues, or even simple visual clues.
 - Refer back to personal stories throughout the discussion as concrete examples of abstract concepts introduced in the discussion, which are re-capped in the “Conclusion”
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Video

7:35 Minutes (*Begin with parrot saying:* “What if I am not a U.S. citizen--can I receive Medicaid benefits?” *Stop when parrot appears for the THIRD time saying:* “What about my children? Are they eligible for health insurance?”)

Segment Two

Medicaid availability, requirements, and eligibility. State Children Health Insurance Programs (SCHIP)

Discussion—suggested questions to ask participants

8 Minutes

1. Have you or members of your family tried to obtain Medicaid? Were you/they successful? Why or why not? Do you know who is eligible for Medicaid in your state? Do you know who may be “presumed eligible?”
2. How many participants were aware of the SCHIP programs for children before this evening? How many of you have children who are on SCHIP? What is SCHIP called in your state? Do you remember from the video what children are eligible for SCHIP? Are children of undocumented parents eligible for SCHIP? How and where can SCHIP and other government healthcare programs (such as emergency Medicaid) be accessed in your community or local region?
3. Do you know anyone who used emergency Medicaid before and during childbirth? What worked well? What information would be useful to have in this community that would make the process go more smoothly?

Facilitator’s Tips:

- After viewing segment one, allow participants a moment to reflect and collect their thoughts. Use prompts such as “Think about the stories you shared earlier and how they may fit with what you heard in the video.”
 - Then ask if anyone would like to share her (or her partner’s) experience or stories with the group. If the group is using a log, keep adding important points as they occur to the group. Invite participants to make notes on their own personal log to take home.
 - Invite open discussion using the questions above as a guide. If most persons in the room are employed by the same firm such as a meatpacking plant, you may want to ask people to respond to the questions above in relation to that particular employer, and then ask if others have had experience working with other firms where the rules for obtaining health insurance differed from the primary employer.
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Video

8:45 Minutes (Begin with parrot saying: “Do you have to have health insurance to be seen by a doctor?” Go to the end of Luis Valdez’s concluding words: “... éxito en el norte.” If you choose to show all the credits at the end, the length of this segment will be 10:25 minutes.)

Segment Three

Healthcare Options, Rights, and Working with Healthcare Personnel

Discussion—suggested questions to ask participants

8 Minutes

1. Identify a medical issue or situation that hasn’t been discussed (either hypothetical or from direct experience), and ask: Where would you go for information and care? What will help ensure that lack of English does not keep you and your family from receiving good medical care? What information and resources from the videos, materials and discussion today could help? Are there federal or state programs, locally applied, that could be of assistance?
2. Role-play a situation where there is a language barrier between you and English-speaking personnel. What are your rights as a Spanish-speaker? Can a healthcare facility refuse to provide interpretation/translation? How could you ask for interpretation? Very basic English phrases could be taught to assist in this situation (Spanish/English versions of this could be provided on cards).
3. Discuss reality of using children, and other family members, as interpreters in medical/health-related situations. What alternatives are available in your community?
4. How are medical records of individuals identified in U.S. medical systems? What if you (or a member of your family) do not have a social security card? What version of your name will you use consistently to help prevent confusion of your file with someone else’s?

Facilitator’s Tips:

- Ask if anyone would like to share their (or their partner’s) experience or stories with the group that relate to Medicaid or other government health programs.
- Invite open discussion using the questions above as a guide.
- If comfortable, participants could role-play asking for information or services for themselves or their children.

Facilitator’s Note:

Access to interpretation within healthcare situations are guaranteed by both Title VI federal legislation and the “National Standards on Culturally and Linguistically Appropriate Services” (CLAS Standards) developed through the Office of Minority Health. Being familiar with these requirements will benefit participants as well as advocates who wish to ensure that all residents receive quality health care. Important links to these standards are provided in the “Resources” section of this document.

Conclusion & follow-up

8 Minutes

The last few minutes of the discussion can be used to thank members for their participation, reinforce important concepts, and ensure that participants know where and how to access healthcare in the future. Wrap-up might include one or two of the following:

1. Highlight benefits of this group time and information learned.
2. Refer to group healthcare logs started in the ice-breaker to summarize elements of success and suggestions for improvement. Then ask participants, “What other concerns that affect the entire community have come out of this discussion? How do the problems you face with healthcare access relate to other community members?”
3. How well do local healthcare facilities/services meet the needs of immigrants, and specifically of Spanish-speakers? How can Spanish-speakers in this community/region improve the local healthcare system?
4. Pick one element in the local healthcare system that needs improvement. How can this group work together to bring about change? What steps will get us to our goal?
5. Is there a need for additional information, possibly through a follow-up session, invitation to local service providers, etc?

Facilitator’s Tips:

- Have participants fill out a Medical Identification Card to keep, as presented in the Healthcare video. (A template is provided in the Auxiliary Materials section.)
 - Allow participants to share questions that the video raised in their minds that need further discussion.
 - There will be time for role-playing, suggested in #2 above, only if you are doing Voices for Community Success program.
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