Quality Health Care is Your Right!
A Workshop for Drug Users about Health Care

Curriculum Guide for Workshop Facilitators

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About the Harm Reduction Coalition:
The Harm Reduction Coalition is a national advocacy and capacity-building organization that promotes the health and dignity of individuals and communities impacted by drug use. HRC advances policies and programs that help people address the adverse effects of drug use including overdose, HIV, hepatitis C, addiction, and incarceration. We recognize that the structures of social inequality impact the lives and options of affected communities differently, and work to uphold every individual’s right to health and well-being, as well as in their competence to protect themselves, their loved ones, and their communities.

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**INTRODUCTION**

*Quality Health Care is Your Right* is a workshop curriculum designed (1) to engage drug users around health care issues and (2) to develop strategies for improving relationships between drug users and health care providers.

The workshop is meant to begin a conversation about health care with drug users. The discussions and strategies discussed in the workshop can serve as a platform for highlighting issues that may require additional focus or priority areas for individual work with clients. The workshop also allows participants a valuable opportunity to share valuable experiences and resources with each other that lead to an ongoing exchange of information.

*Quality Health Care is Your Right* was developed from the understanding that active drug users—individuals likely to have an excess of health care needs—are also among the least likely to receive quality health care. This situation is often further exaggerated by issues related to race/ethnicity, sexual orientation and gender, economic and housing status, HIV and Hepatitis C status, among others. Unfortunately, the predominant experience between drug users and health care providers is one devoid of trust on either side of the relationship. This often leads many drug users to avoid health care altogether and many doctors to spend very little time trying to understand the actual health needs of their drug using patients. The dynamic between many drug users and the health care system is often built more around mutual judgment, stereotypes and manipulation than the communication, engagement, and teamwork that should be expected from health care relationships.

Drug users may find it difficult to access health care and may not even seek care for any number of reasons, including fear that they may be mistreated or judged, that they have had previous negative experiences with health care, or that they may not know what to expect or where to go. In addition, health care providers may act with prejudice or discrimination built on a belief that people using drugs do not care about their own health and can’t take care of themselves as long as they are currently using. When health care providers focus more on drug use and ignore the true needs or concerns of the individual, the patient is likely to become guarded and defensive, perhaps even hiding certain information, in an effort to have their concerns addressed. Despite the existence of a Patient’s Bill of Rights and outlets to report inappropriate physician behavior, the pervasive stigma around drug use may leave patients feeling disempowered. This can lead to a cyclical pattern of self-fulfilling prophecies and unjust discriminations, which ultimately harm the health of drug users while taxing the entire medical infrastructure.

In an effort to help drug users develop strategies and tips for navigating the health care system and help them get the most out of their medical care, we have developed the booklet, “Quality Health Care is Your Right: A Guide for Drug Users to Health Care.” This curriculum was created to promote discussion around the ideas and tactics outlined in the materials and to tap into the expertise of drug users themselves as a means of sharing insight, planning, and problem-solving toward the goal of getting what they need and want from health care.
CURRICULUM GOALS AND OBJECTIVES

Curriculum Goal
The goals of this curriculum are to:
1) Generate discussions about health care among drug users.
2) Improve relationships between drug users and health care providers.
3) Make it easier for drug users to get what they want out of health care.

Curriculum Objectives
Upon completion of this workshop, participants will be able to:
• Identify barriers to health care for active drug users through an exercise and group discussions exploring common drug user experiences and needs.
• Anticipate common concerns health care providers have about working with active drug users by facilitating an exercise and discussion that explores what providers need to do their jobs, as well as the myths and misconceptions they have about active drug users who seek health care.
• Evaluate positive and negative factors that may influence relationships with health care providers through a group activity exploring provider and patient perspectives.
• Identify strategies for drug users to employ with health care and health care providers through a group activity exploring trust between patients and doctors, and through conversation about the booklet, Quality Health Care is Your Right.
• Describe strategies for talking about drug use in health care settings with an activity that considers the needs of both a drug user and a doctor, as well as with discussion of strategies outlined in the companion booklet, Quality Health Care is Your Right.
• Explain reasons why it is important for active drug users to take a proactive role in their own health care by engaging in facilitated discussion and activity about misconceptions among providers and patients, as well as how to develop positive health care relationships.

Curriculum Audience
People who use drugs or have a history of drug use who are interested in building healthier relationships with health care and health care providers.

Suggested Number of Participants:
Ideal group size is 6-10 participants.

It is recommended that workshop size be limited to no more than 12 participants.

In cases where groups are larger, we recommend:
• Utilizing 2 facilitators.
• Extend the workshop to at least 2 hours, or more.


**HOW TO USE THIS CURRICULUM**

A companion to the booklet *Quality Health Care is Your Right*, this curriculum is intended to help drug users focus and capitalize on their own knowledge and experience toward building stronger relationships with doctors and health care. The curriculum centers on participant input, while relying on the facilitator to move discussion forward, create cohesion and highlight common themes. Group activities drive the curriculum in an effort to promote ownership over ideas and suggestions, some of which may also be included in the companion booklet.

This workshop is presented as a one and one-half hours interactive workshop to be facilitated in four modules. Each module in this curriculum is presented includes the following:

- **An introduction** including goals and objectives of the module.
- **Time** needed to complete the module
- **Preparation** and **materials** necessary for the module
- **An explanation** of module activities
- **Facilitation procedures** for module activities
- **Key points** that are important to cover and highlight during the module

Module one includes a welcome and introduction, outlining why the workshop was developed and what participants can expect from the session. It also includes an activity for participants and facilitators to briefly get to know one another.

Module two uses an interactive activity to promote conversation and brainstorming about health care. It encourages participants to explore ideas from the perspective of both health care providers and patients. The activity uses drug users’ own knowledge and experience to generate strategies for developing trust with health care providers.

Module three introduces participants to the booklet *Quality Health Care is Your Right: A Guide for Drug Users to Getting Better Health Care*, and provides an opportunity to draw connections to conversations and issues raised in Module Two and closes the workshop.

Module four wraps up the session and gives participants an opportunity to highlight important ideas. The workshop is not scripted although suggestions are offered with regards to key points, communicating important information and general facilitation techniques. Facilitators are encouraged to be creative in the presentation of material, adjusting to the needs of each group as well as the relationship between members of the group and the facilitator. For example, if the group meets on a regular basis, people know each other and there is already an established rapport, the discussion may be different than in a group where people don’t yet know each other.

The workshop is intended to be delivered from a harm reduction perspective with active drug users. Harm reduction is a set of practical strategies that reduce negative consequences of drug use, incorporating a spectrum of strategies from safer use to managed use to abstinence. Harm reduction strategies meet drug users “where they’re at,” addressing conditions of use along with the use itself. While this workshop does encourage participants to consider any factors that impact their experience with health care, it does not assume that participants want or need to make changes to their drug use. The curriculum relies on the facilitator to create an environment that will promote participation, feedback and excitement from participants. The facilitator should be comfortable working with active drug users and familiar with the issues discussed in the workshop. It is important that the facilitator
have the skills necessary to generate discussion and move conversations forward in small-to-larger group settings, even around issues that may be sensitive. It will also be necessary for the facilitator to balance different perspectives and articulate main points in order to make the entire session useful for all participants. Facilitators should be mindful of language and comprehension throughout the session, avoiding complicated medical jargon or other terminology that may be difficult for everyone to understand.

In addition to the format presented here, we encourage using the ideas and strategies outlined in this curriculum to facilitate discussion during counseling or case management sessions, with support groups at syringe access programs or in any number of other settings.

**Creating a Welcoming Space**
Learning takes place best in environments where people feel *safe and relaxed*. This workshop relies on active participation from workshop attendees; therefore it is important to create a comfortable space in which participants feel open to the process of learning and sharing. *Food is good for the mind and the body!* If possible, provide snacks and/or coffee or soda, not only as a comfort, but also to provide energy and engagement. Participants also feel valued when they receive these kinds of offerings.

When deciding where to hold the workshop, choose a *space that is comfortable* – be mindful of issues such as accessibility, natural light, room size, room set-up (including table/chair arrangement), comfort of the chairs, temperature of the room, and other related issues. Hold the workshop in a place where drug users will feel safe such as a syringe access program, community-based organization, AIDS service organization, drop-in space or other place where drug users know that their confidentiality will be respected and their experiences valued without judgment. Drug users are less likely to feel safe in a sterile or medical environment, or one that is too formal.

Welcome individual participants as they arrive, introducing yourself. Also, it’s recommended that the facilitator dress and engage in a way that is professional, yet informal enough that participants can feel at ease.
MODULE ONE: INTRODUCTIONS AND WHAT TO EXPECT

Goals
The goals of this module are to:
- Introduce participants to workshop goals and provide background on why the workshop was developed.
- Introduce workshop participants to one another.
- Encourage active participation and to develop trust and a sense of commonality among the group.

Objectives
After completing this module, participants will be able to:
- Identify why the workshop was developed through discussion about the training development.
- Understand the benefits of active participation in and completion of the workshop by learning about activities planned for the workshop.
- Describe participant expectations for the workshop by listening to and participating in a round of introductions.

Time
30 minutes total, depending upon the number of participants

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity A: Welcome and Overview</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Activity B: Introductions</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

Materials
- Clock
- Newsprint/flip chart/large paper
- Markers
- Tape for newsprint
- Optional: Name tags helpful if the group does not know each other already
Module 1 - Activity A: Welcome and Overview

Explanation
This activity will welcome participants to the workshop, provide a context for the workshop and explain what can be expected from the session.

Preparation
If the room allows, arrange participant chairs in a circle. Otherwise, arrange the room in a way that is as conducive to group conversation as possible. For the group activity portion of the workshop, participants will be divided into groups. Ideally, each group will be at its own table. If tables are available, consider seating people around two tables that can easily be separated for the activity. Prepare and hang newsprint with the name of the workshop and the name of the facilitator:

Quality Health Care is Your Right!
A Workshop for Drug Users about Accessing Health Care
Facilitator Name: ___________________________

Procedure
1) Once the majority of your expected participants have arrived, welcome the group.
2) Introduce yourself, offering some information about your experience and expertise.
3) Provide an overview of the workshop that explains why the workshop is being held, what participants can expect from the session and workshop goals:
   - To help drug users get more involved in their own health care.
   - To make it easier for drug users to get what they want out of health care.
   - To come up with strategies for improving relationships to health care and health care providers.
   - To introduce the booklet, Quality Health Care is Your Right!

Key Points
→ Thank the participants for taking the time to come to the workshop.
→ Outline the timeline for the training. Explain that because the training is only one and one-half hours, there is not a planned break, and that at times you may need to move discussion forward to get people out of the workshop on time.
→ When describing why the workshop was created, it is important to acknowledge difficulties that many drug users face getting good care, acknowledge that people may have experienced a great deal of prejudice or discrimination in the past, and emphasize that it is possible to get good care, and that it is in fact their right.
→ Emphasize the value of participant feedback during the session:
   - Each individual is the expert on their own needs
   - The success of the workshop depends on the knowledge that participants bring with them.
Module 1 - Activity B: Introductions and Guidelines

Explanation
This activity will help participants and facilitators get to know each other, build a sense of commonality and group cohesion and create an environment that will promote active participation.

Preparation
Prepare 2 piece of newsprint:

<table>
<thead>
<tr>
<th>Introductions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your name?</td>
</tr>
<tr>
<td>What brings you here?</td>
</tr>
</tbody>
</table>

Guidelines
★ Be respectful of others.
★ Discuss instead of argue – agree to disagree when necessary.
★ There are not right or wrong answers – just ideas to explore. If you have an idea, put it out there.
★ Be an active participant – the workshop relies on your expertise.

Procedure
1) Explain to the participants that they are being asked to participate in an activity that will help the group get to know each other better.

2) Next, ask each participant to introduce themselves by:
   ▶ Saying their name – so that we can speak with each other by name;
   ▶ Explaining briefly what brought them to the workshop - even if they were simply told to be there or wanted to receive compensation/travel for attendance – in an effort to meet participants’ expectations and goals throughout the workshop;

3) Once everyone has introduced themselves, highlight common expectations or interests in the room and/or speak to the importance and value of different perspectives.

4) Before concluding the introductions, explain that you would like to know a little more about experiences that people have had with health care in the past.
   ▶ Ask the group to think about experiences that they have had with health care that made an impression on them – either positive or negative.
   ▶ Next, ask if there is ONE person willing to share 1 negative experience, and ANOTHER person willing to share 1 positive experience. Only 2 people will present experiences – not the entire group. It is necessary to limit sharing in this section to allow sufficient time for the other activities.
   ▶ When people share, ask if others have had similar experiences.
   ▶ Use the negative example as an opportunity to begin exploring strategies for turning around negative experiences, possibly pointing to information in the Quality Health Care booklet.

5) Ask the group if they can agree upon some general guidelines for the rest of the session. Given the time restrictions it will be necessary to propose a set of guidelines for the group to agree upon.
★ Be respectful of others.
Discuss instead of argue – agree to disagree when necessary.
★ There are not right or wrong answers – just ideas to explore. If you have an idea, put it out there.
★ Be an active participant – the workshop relies on your expertise.

6) Thank the group for their participation during the introductions.

Key Points

- Model the activity by introducing yourself and answering the prompt questions first.
- It may be helpful to write notes of participant responses on additional pieces of newsprint. If possible, keep the sheets posted throughout the workshop for reference.
- Ensure that everyone has a chance to introduce themselves, even those who may come in late.
- Give participants an opportunity to offer additional Guidelines for the session.
MODULE TWO: MAKING HEALTH CARE WORK

Goals
The goals of this module are to:
- Explore drug user attitudes about health care and health care providers.
- Develop and hone drug user strategies for navigating the health care system.
- Explore the expertise and knowledge that participants bring to the workshop.

Objectives
Upon completing this module, participants will be able to:
- Identify qualities in health care relationships that may be important to drug users by completing an activity and discussing qualities that are meaningful to them.
- Identify needs of health care providers by participating in an activity that encourages them to explore health care from a provider perspective.
- Name strategies for building trust with health care providers by using group feedback and ideas from other participants during group activity and discussion.
- Explain concerns that drug users may have in relation to seeking health care by exploring a health care scenario and having a facilitated discussion with other participants.
- Explain concerns that health care providers may have in relation to drug use among their patients by exploring a health care scenario and having a facilitated discussion with other participants.
- Clarify strategies for talking about drug use in a health care setting through group activity and facilitated discussion that explores common concerns for disclosing use as well as medical reasons why disclosure can be valuable.
- Specify qualities within health care that make it easier for drug users to seek and access services through a group activity that encourages participants to think about preparing for health care and building trust.

Time
40 minutes total

Materials
- Clock
- Newsprint/flip chart/large paper
- Markers
- Tape for newsprint
- Drug User Perspective Scenario/Strategy Session Worksheet
- Health Care Provider Scenario/Strategy Session Worksheet
- Prepared Newsprints for the Perspectives Exercise - please see details and examples later in this Module.

Alternately:
- Role Play Scenario Worksheet
Module 2 - Activity A: Perspectives on Health Care Exercise

Explanation
This small group exercise is developed to offer drug users an opportunity to consider their own health care needs, as well as the needs of the provider, in an effort to find common ground and promote healthier relationships.

This exercise will be used to:
- Think creatively about the relationships between drug users and doctors and/or the health care system.
- Help participants identify strategies to better meet their health care needs.

The exercise turns the offers participants an opportunity to have casual, structured conversations about health care scenarios, using key questions to guide the discussions. Workshop participants are divided into groups and asked to evaluate a scenario from an assigned perspective – in this case, either drug users seeking health care or health care providers.

In the first round of the exercise, each group is given 2 key questions to guide their conversations and probe key areas of discussion (each question has 2 parts). Participants in the Patient group are encouraged to explore needs of drug users when preparing for health care, concerns related to drug use disclosure, and how to build trust with doctors. Participants in the Provider group are asked to explore why doctors may need certain information from patients, the role of drug use on health and health care needs, and aspects of building trust between doctors and patients.

After each group has had a chance to discuss their scenario and questions, the groups will report back to the larger group about the main ideas that came up in the conversations. Using points from both perspectives, the larger group will then collectively brainstorm strategies for improving health care relationships.

This model creates an engaging and interactive environment wherein participants can learn from each other and build upon their existing knowledge. The exercise is built on the foundation that drug users are the experts in their own lives and that workshop participants already have the expertise and insight necessary to address health care issues, though they may need support in teasing out and identifying strategies. In addition, by looking at the scenarios from different perspectives, participants are encouraged to take health care provider needs into consideration in a new way, which may in turn foster stronger relationships between providers and drug users. The facilitator is available to move the activity forward, stimulate conversation, clarify questions and highlight strategies.

Preparation

- Prepare the Scenario Worksheets for groups to use as a guide during the activity. Worksheets can be found at the end of the exercise. Make enough copies so that each participant has a copy of the scenario.

- Prepare 3 pieces of newsprint pages. Sheets 1 and 2 will be distributed to the groups with markers and Sheet 3 will be used during the collective brainstorming strategy:
Label 3 pieces of newsprint as follows:

**Sheet 1 - Group A: Thinking as Regina**

<table>
<thead>
<tr>
<th>Thinking as Regina:</th>
</tr>
</thead>
<tbody>
<tr>
<td>It might be important for me to talk about my drug use because:</td>
</tr>
</tbody>
</table>

This sheet will be given to the Patient group to record their thoughts.

**Sheet 2 - Group B: Thinking as Dr. Davidson**

<table>
<thead>
<tr>
<th>Thinking as Dr. Davidson:</th>
</tr>
</thead>
<tbody>
<tr>
<td>It matters if my patient talks about her drug use because:</td>
</tr>
</tbody>
</table>

This sheet will be given to the Provider group to record their thoughts.
**Sheet 3 – Strategy Brainstorm:**

This sheet will be used during the Group Brainstorming Session to record feedback and strategies. Use more paper if necessary.

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**Building Strategies:**

1 strategy to build trust between doctors and patients:

1 strategy to talk about drug use with doctors (or how to *not* talk about it):

1 thing that patients can do to prepare for successful health care visits:

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**Procedure**

1) Separate participants into 2 groups. If the group is larger, divide participants into an *even number* of smaller groups.

2) Briefly introduce the exercise:

- **Why are you doing the exercise?**
  Present Goals:
  - To explore the relationship between drug users and doctors and/or the health care system from different perspectives
  - To help you come up with strategies for getting what you from health care

- **What can participants expect from the exercise?**
  - Explain that each small group will have a conversation and then we will come back together as a group to discuss what they talked about and build some strategies together.
  - Everyone will be encouraged to participate.
  - Each group will be asked to summarize important ideas from their conversations. The groups can choose a representative, or report-back together.

- **How long will the exercise take?**
  About 40 minutes
3) **Exercise Instructions:**

- **Assign each group a perspective:** Health care providers or Drug users seeking health care  
  (If there are more than two groups, assign each perspective to more than one group.)

  Explain to each group that they are being asked to “think from the perspective” that they have  
  been assigned, but use information from their own experiences to come up with ideas.

- **Distribute prepared worksheets and newsprints to each of the groups.**
  - Each **individual** should get their own scenario worksheet.
  - Each **group** should get a prepared newsprint with the question grid.
  - **Read the scenarios aloud, if necessary.**
    - Depending on the group, it can be helpful to introduce the  
      scenarios/perspectives together, as a large group, before asking them to  
      respond.
    - This will be especially important in situations where literacy is a concern.

  → **NOTE:** For the “Dr. Davidson” group, it is important to emphasize that **you do not expect**  
    participants to become medical experts or make diagnoses – the focus is to think about basic  
    expectations and goals a doctor may have.

- **Give groups markers and explain that one or more people from each group should write down**  
  important points that come up.

  **Part 1: Perspectives Small Group Discussions:**

  - Give the groups **10-15 minutes to discuss their scenario.** During this time, it is important for the  
    facilitator to move between the groups, clarifying any questions and offering direction as  
    needed. Remind people to write down all of their ideas. A few minutes before the round is over,  
    ask the groups to start wrapping up the discussion.

  - It can be helpful to **guide the groups through the four questions on the grid,** reminding people  
    to move on to the next question after a few minutes of discussion.

  → **NOTE:** The “Dr. Davidson” group may need more initial support since the natural inclination for  
    participants will likely be to think as the patient. Remind the “Dr. Davidson” group that they are  
    being asked to think from the Dr’s perspective.

  - When the groups have completed their individual discussions, **ask each group about 5 minutes**  
    to summarize the main points of their discussions.

  **Part 2: Large Group Strategy Brainstorming Session:**

  - Next, bring the entire group back together. Explain that you want the group to use information  
    from the “2 sides” to come up with a couple of strategies to improve health care relationships.
With the entire group, review the Strategy Brainstorming Questions on the third sheet of prepared newsprint. Facilitate a group discussion using the main points from the small group discussions to highlight and explore strategies for improving relationships with health care.

Facilitators can use this section as an opportunity to highlight:
- The role of factors such as race, culture, class, infection status, etc. on the scenario
- Additional factors that could impact the scenario, such as if the patient has kids, age, language barriers, etc.
- Structural/Institutional barriers to health care
- Special issues relevant to the group you are working with (HIV, HCV, methadone, specific drugs that people use, immigrants, mothers/parents, etc.)

› Thank the group for participating in the activity.

Key Points

→ Emphasize to participants that there are no right or wrong answers in these conversations. Encourage people to say whatever is on their mind!

→ It can be helpful to have some examples ready to offer the groups in case they get stuck. Alternately, the facilitator can present a couple of examples as you introduce the exercise.

→ During break-out groups, the facilitator should float between groups to help move discussion forward, answer questions and offer direction as needed.

→ During discussion, facilitators can identify themes and common experiences, tease out additional strategies and identify areas for special focus or additional thought.

→ Be mindful of time. Give groups a heads-up a couple of minutes before the end of discussion rounds – encouraging people to wrap up last thoughts.

→ Thank everyone for their participation upon completing the activity.
Scenario Worksheets
For Perspectives Exercise
You are Regina, a 36-year old African-American woman. You are going to see a new doctor named Dr. Davidson at a local health care clinic that you went to a couple years ago.

You are going to the doctor because you have been having bad headaches and have been very tired. Also you haven’t been to the doctor for a while.

A few more details:

→ You were told that you have HIV two years ago and are starting to think about starting treatment for the first time.
→ You’ve been on methadone for a year and shoot cocaine regularly.
→ You have been using drugs on and off for about 12 years.
→ You have struggled with depression in the past but are not taking any medicine for your depression right now because your Medicaid had been cut off. You just got your Medicaid turned back on.
→ You are currently staying in a shelter.

Thinking As Regina:

1. Why might it be important for you to talk about drug use? Why wouldn’t you talk about your use?

2. What would make you trust the doctor more? What makes you trust him less?
Your are Dr. Davidson, a 43 year old white, male Primary Care Doctor at a community health care clinic. You are preparing to meet with a patient for the first time today – she has been to the clinic before, but not for a couple of years and you did not treat her.

By looking at her chart, you know that she is an HIV+ African-American woman. The last time she came to the clinic, she had an abscess on her arm that was likely from injection drug use. You don’t know if she is still using drugs.

A few more details:

→ You have been working at the clinic for 5 years and **haven’t had a day off in a month**.
→ You have appointments scheduled for the entire day and will only be able to meet with your patient for **20 minutes**.
→ You were supposed to see the same patient last month, but she **didn’t show up** for one appointment and **came too late** to be seen for another appointment.
→ You **don’t know why** she is coming in today – only that she has been having headaches.

**Thinking as Dr. Davidson:**

1) Does it matter if your patient is using drugs now? Why or why not?

2) What will make you trust your patient more? What will make you trust them less?
Module 2 - ALTERNATE Exercise: Role Plays (40 minutes)

This exercise is offered as an alternative or follow-up to the small group exercise described above.

It may also be used one-on-one with individual clients.

This exercise is not meant to be delivered in the same session as the small group exercise, but rather as an alternative or follow-up exercise.

It may work best:
- In groups where participants know each other already.
- As a separate follow-up session, giving participants a chance to practice strategies developed in the small group exercise.
- One-on-one with individual clients.

Explanation

Participants will be asked to role play an interaction between a health care provider and a drug user seeking health care. The activity will give participants an opportunity to explore strategies for communicating important health care issues and needs, as well as to consider the needs of health care providers.

Preparation

Make copies of the role play worksheets for distribution to participants.

Procedure

1) Introduce the exercise.

Explain that participants will work in pairs to “real play” or role play a scenario between a drug user and a health care provider.

Ask if everyone knows what a role play is and explain what it is if there is anyone who seems unsure.

There will be two rounds so that each person can have a chance to be both the health care provider and the drug user.

Also present the goals of the exercise:
- To explore the relationships between drug users and doctors and/or the health care system from different perspectives
- To help participants come up with strategies for getting what they need from health care

2) Ask the participants to pair up.
NOTE: If there are an odd number of participants, one group will have 3 people. The third person can:
- Role play as an advocate, someone going to the doctor with the patient to help advocate on their behalf
- Participate as an observer, who will be an actor in the second round, but act as an observer to give feedback after the role play.
- Role play with a facilitator, in cases where there are 2 facilitators.

3) Ask each pair to decide who will be the drug user and who will be the health care provider for the first role play.

4) Distribute role play worksheets to each of the pairs. Briefly review the scenario, and the special points for each character (“Regina” and “Dr. Davidson”).

5) Ask the group if they have any questions before beginning the role play. If there is confusion, consider asking someone to volunteer to model the activity with you.

6) Begin the first round of role plays.

7) After groups have been role playing for about 5-7 minutes, as participants to stop for a brief discussion.

   Ask participants questions to generate discussion:
   - How did it feel to be the drug user?
   - How did it feel to be the doctor?
   - What were some strategies people used to talk about drug use?
   - What were some strategies people used to encourage trust in the relationship?

8) **NEXT:** After a 5-7 minute discussion, ask people who were just health providers to raise their hands. Then, ask people who were just patients to find a new partner from the health care provider group. Explain that for the next role play, the perspectives with shift – the patients become the doctors and the doctors become the patients.

9) Prompt people to begin the second role play with their new perspectives.

10) **NEXT:** After about 5-7 minutes, as participants to stop for a discussion.

   Ask participants questions to generate discussion:
   - How did it feel to take on the other perspective?
   - Were people able to use any of the strategies talked about in the first round?
   - What were some new strategies people used to talk about drug use this round?
   - What were some new strategies people used to encourage trust in the relationship?

11) Conclude by asking people what they thought of the exercise:
    - What were some important things that people learned from doing the role plays?
    - What worked well? What didn’t work as well?
Key Points

→ If participants seem unsure about how to do a role play, it may be helpful to model the role play in front of the group first – asking for a volunteer to help you.

→ During role plays, the facilitator should float between groups to observe, identify strategies that are being used and get ideas for additional discussion.

→ During discussion, facilitators can identify themes and common experiences, tease out additional strategies and identify areas for special focus or additional thought.

→ Be mindful of time. Give groups a heads-up a couple of minutes before the end of each role play – encouraging people to wrap up.

→ Thank everyone for their participation upon completing the activity
Role Play Scenario
ROLE PLAY Scenario

Act out a conversation between Regina, a drug-using patient, and Dr. Davidson, a doctor at a local health care clinic.

In this conversation, Dr. Davidson is asking Regina about her drug use.

Regina is unsure exactly how much she wants to say because she is worried she won’t be treated the same if she is honest about her use.

Dr. Davidson is worried that his patient is using street drugs and that she might be allergic to something in the drugs.

More about Regina:

You are a 36-year old African American woman who is also HIV+. You came to the doctor today because you has been having serious headaches and are thinking about starting treatment for your HIV. You’ve been on methadone for a year and shoot cocaine regularly. You have been using drugs on and off for about 12 years.

More about Dr. Davidson:

Dr. Davidson is a 43-year old white male doctor. You are very overworked and haven’t had a day off in a month. The patient you are meeting with, Regina is HIV+, on methadone, and used to inject drugs. You don’t know if she is injecting now. You were supposed to see Regina last month, but she didn’t show up for one appointment and came too late to be seen for another appointment.
 MODULE THREE: QUALITY HEALTH CARE IS YOUR RIGHT: THE BOOKLET

Goals
The goals of this module are to:

- Introduce the booklet *Quality Health Care is Your Right: A Guide for Drug Users to Getting Better Health Care* as a tool for participants to use when navigating health care.
- Encourage ongoing thought and discussion among drug users about issues related to health care.

Objectives
After completing this module, participants will be able to:

- Identify common areas of concern between drug users and the health care system by highlighting sections of the companion booklet and discussing main points.
- Describe issues related to health care that are important to them through a facilitated discussion about the workshop activities and materials.

Time
10-15 minutes total

Materials

- Clock
- The booklet: *Quality Health Care is Your Right!: A Guide for Drug Users to Getting Better Health Care*
- Additional handouts (Optional):
  - List of Local SAP providers
  - List of OASAS providers that will serve pregnant women
  - Any additional local health care services that may be useful.
Module 3 - Activity A: Quality Health Care is Your Right

Explanation
This activity is meant to introduce the booklet *Quality Health Care is Your Right: A Guide for Drug Users to Getting Better Health Care* to workshop participants and to emphasize strategies and issues identified during the previous exercise.

Preparation
Obtain copies of the booklet *Quality Health Care is Your Right: A Guide for Drug Users to Getting Better Health Care*.

Procedure
1) Distribute copies of the booklet to participants. **Acknowledge that the booklet relies on being able to read. Explain that if people need help, they can ask their provider to go over it with them.**

2) Review the main sections of the booklet with participants, highlighting the different topic areas that are covered.

3) Highlight strategies from the booklet that were also discussed in the previous exercise.

4) If there is time, highlight and discuss additional strategies that are listed but were not brought up in the previous exercise.

5) If there is time, ask participants to point out sections of the booklet that seem to be the most relevant to them. Encourage additional discussion about how to make the strategies work best for participants.

6) Distribute any additional handouts.

Key Points
- Given time restrictions during the session, there may not be much time to go through the booklet in detail. If time has run out, still distribute the booklet for participant to reference at their leisure.

- **Being very familiar with the booklet will make it easier to weave the strategies and messages that it covers throughout the entire session. This will make it easier to highlight areas in the booklet quickly during this module.**
Goals
The goals of this module are to:
   - Offer participants an opportunity to reflect on what they learned during the session.
   - Give participants an opportunity to offer feedback on the workshop.

Objectives
After completing this module, participants will be able to:
   - Name at least one thing they will take away from the workshop.

Time
5-10 minutes total

Materials
   - Clock
   - Training Evaluation form
Module 4 - Activity A: Conclusion and Evaluations

Explanation
This activity is meant to conclude the training and give participants an opportunity to evaluate the session.

Preparation
Make copies of the evaluation form.

Procedure
1. Go around the room and ask participants to name one thing that they learned or that was important to them from the session.

2. **Thank participants for their time, attention and participation during the workshop.**

3. Distribute evaluation forms and encourage participants to be honest about their experience.

Key Points

→ Remind participants that this workshop is only the BEGINNING of the conversation. Encourage participants to talk to each other, their friends, counselors and others about health care issues and strategies.

→ Acknowledge the hard work and valuable participation of workshop participants. The workshop could not have happened or been as successful without them!

→ If possible, make yourself available for individual questions and comments after the workshop.

→ If possible, provide additional local resources – such as a directory of local medical clinics, syringe access programs, medical vans, etc. – for participants to check out.

→ Explain that the evaluation is very important to make future workshops even better.
Please help us by taking a few moments to let us know how you felt about today’s workshop. What you think is important and will help us to make the workshop better. Please circle your response below:

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) How would you rate the workshop overall?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2) How would you rate the facilitator overall?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3) How well did the facilitator communicate information with the group?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4) People were encouraged to share their opinions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5) Do you think the training will help you in your personal life?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6) Was the facilitator knowledgeable about the topic?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7) How well did the facilitator answer questions?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8) What did you think of the workshop materials?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**TURN OVER – MORE QUESTIONS ON THE OTHER SIDE →**
How much do you think the workshop will help you in getting better health care?

[ ] A great deal  [ ] A lot  [ ] Not much  [ ] Not at all

Would you recommend this workshop to others?

[ ] Yes – definitely!  [ ] Maybe  [ ] No

What were the most important things you learned in the workshop?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What did you like the most about the workshop?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What would you change about the workshop?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Do you have any other thoughts or suggestions?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

THANK YOU VERY MUCH!