



SMP Group Education Training Kit

Handouts

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Handout 1: Presentation Skills

Round 1:

At your table, introduce yourself and share 1) how you have become involved with the SMP, and 2) whether you consider yourself a novice or experienced presenter.

Round 2:

After everyone has introduced themselves, go around again. If you said you were a novice presenter, share what you are most concerned about in terms of giving SMP presentations. If you said you were an experienced presenter, share a tried and true trick of presenting. Write down your concerns and/or your presentation tips below.

Concerns

Use this space to take notes on what you are most concerned about and how you might overcome these concerns.

Presentation Tips – Tried and True

Use this space to take notes on some of the experienced presenters' tried and true tips.

Handout 2: About the SMP Group Education Training

Chapter 1: Presentation Content

- 1) The SMP Message
- 2) What to Say
- 3) What Not to Say
- 4) Presentation Resources

Chapter 2: Customizing the Presentation

- 1) Presentation Format
- 2) Presentation Length
- 3) Target Audience
- 4) Partnerships and Co-Presenters
- 5) Local Information and Examples
- 6) SMP “Best Practices”
- 7) Personal Preference

Chapter 3: Giving an SMP Presentation

- 1) Be Prepared
- 2) Presentation Skills
- 3) Follow Up

Handout 3: The SMP Message

	Protect	Detect	Report
<p>What do I remember about the SMP message?</p>			
	Protect	Detect	Report
<p>Notes from the review of the SMP message.</p>			

Handout 4: Check Your Understanding: Protect, Detect, Report

For each of the following statements, determine if it is related to Protect, Detect or Report. Circle your answer. When you are finished, turn to a neighbor close by and compare your answers. If you had any answers that were different, discuss them and share why you marked it as you did. In some cases, more than one answer may be correct! We will review all answers as a group once everyone is completed.

1. Use your written records to provide specific information and documentation when following up on suspicious activity.	Protect Detect Report
2. Look on your billing statement for charges for something you didn't get, billing for the same thing twice, and services that were not ordered by your doctor.	Protect Detect Report
3. Record doctor visits, tests, and procedures in your Personal Health Care Journal or calendar.	Protect Detect Report
4. If an issue is detected, call the health care provider and/or the company that paid the bill, to determine if the issue might be a simple mistake.	Protect Detect Report
5. Never sign a blank form. Always read and keep a copy of any document or agreement you sign.	Protect Detect Report
6. Ask your provider, Medicare, or Medicaid when you don't think you received the service.	Protect Detect Report
7. Treat your Medicare, Medicaid, and Social Security numbers like credit card numbers.	Protect Detect Report

Handout 4: Check Your Understanding – Protect, Detect, Report, continued

8. Compare your MSN and EOB to your Personal Health Care Journal and prescription drug receipts to make sure they are correct.	Protect Detect Report
9. Contact your SMP.	Protect Detect Report
10. Avoid offers of “free” medical tests or supplies in exchange for a “peek” at your Medicare or Medicaid card.	Protect Detect Report
11. Don’t carry your Medicare or Medicaid card unless you will need it.	Protect Detect Report
12. Keep and file copies of any bills or notices from insurance companies, doctors, hospitals, pharmacies, etc., as well as cancelled checks.	Protect Detect Report

Handout 7: Tips to Reduce Nervousness

Here are some key ways to reduce nervousness related to speech anxiety:

- Learn to relax. Take a few breaths before you begin, pause, and go slowly with short sentences in your introduction.
- Make eye contact. Pick one person in the audience to talk to for a few moments, then a different person. Talk to each individual as you look at them, instead of thinking about how many people are in the room.
- Realize that your audience will probably not recognize your fear.
- Recognize that audiences are approving and accepting—they want you to succeed.
- Give special emphasis to the first five minutes (super-prepare).
- Imagine yourself as a good speaker (self-fulfilling prophecy).
- Identify your fears. Think about whether they are controllable or uncontrollable. Confront them when possible.
- Accept some fears as being good (energizing vs. destructive).
- Practice responses to tough situations.
- Concentrate on the SMP Message. Even if you don't know everything about Medicare fraud and abuse, by the time you complete this training you will be an expert on the SMP message. Focus on what you do know instead of what you don't.
- Concentrate on the audience. Remember that you are there to help the audience by sharing important information with them. You are providing them with a service by helping them learn how to prevent becoming victims of Medicare fraud and abuse.

General Tips for All Presentations

- Respect participants' time. Be ready when they ask you to start. Know how long your presentation runs.
- Establish your credibility early.
- When culturally appropriate, use eye contact to establish rapport.
- Use your own style.
- Use your own words.
- Put yourself in the participants' shoes. They're asking, "What's in it for me?"
- Assume they are on your side.
- If you do not know something, say so. Let participants know you will find the answer. Get back to them when promised.
- Summarize key points.
- Mix it up! Over time, you may want to try a variety of presentation styles and formats (i.e. PowerPoint or not, types of interaction, etc.). This will allow you to learn how different audiences or different settings lend themselves to each format and help you decide what is most effective for you.

Handout 8: Presenter Feedback

From Appendix A, "Presentation Checklist: Today's the Day," use this handout to write down your thoughts and feedback for others who are presenting. Review the section on presentation skills in Chapter 3 for additional guidance as needed.

Presenter

- Does the presenter consider both verbal and non-verbal delivery?
- Is the presenter aware of volume, tone, speed, and enunciation? Does the presenter avoid filler words like "umm"?
- Does the presenter refer to the slides and/or notes, but doesn't read directly from them?
- Does the presenter use positive body language: smile, maintain eye contact when appropriate, keep an open posture, move around the room, etc.?
- Does the presenter engage the audience by paying attention to their reactions and interacting with them, when possible?
- Does the presenter manage the audience by having a plan to provide handouts and by sharing expectations regarding questions? Is the presenter prepared to defer stories, if needed?
- Does the presenter stay in charge and stick to the schedule?

What does the presenter do well?	What can the presenter improve upon?

Handout 9: My Personal Presentation Skills

From Appendix A, "Presentation Checklist: Today's the Day," use this handout to take notes of the feedback others give you on your presentation. Review the section on presentation skills in Chapter 3 for additional guidance as needed.

Presenting

- Did I consider both verbal and non-verbal delivery?
- Was I aware of my volume, tone, speed, and enunciation? Did I avoid filler words like "umm"?
- Did I refer to my slides and/or notes, but not read directly from them?
- Did I use positive body language: smile, maintain eye contact when appropriate, keep an open posture, move around the room, etc.?
- Did I engage my audience by paying attention to their reactions and interacting with them when possible?
- Did I manage my audience by having a plan to provide handouts and by sharing my expectations regarding questions? Was I prepared to defer stories?
- Did I stay in charge and stick to my schedule?

What do I do well in my presentation?	What can I improve upon?

Handout 10: State and Local Considerations



Consideration #1: Group Education Sessions at your SMP

Since the SMP program's inception in 1997 through the end of 2010, SMP project efforts nationwide have resulted in almost 83,000 group education sessions, to a total of almost 3.1 million participants! In 2010 alone, SMPs across the country presented 8,300 group education sessions to 298,097 beneficiaries, caregivers, and others.

At a local level, your SMP makes a difference! The efforts of each state contribute to the SMP national totals. Use the information provided by your SMP to fill in the chart to the left with the number of group education sessions held in your state last year as well as your state SMP's goals for this year.

Last year's total	
This year's goal	

Consideration #2: Your Expectations

As someone who will present group education sessions, you will be helping your SMP achieve the goals set for your state. You will also be providing a valuable service to Medicare beneficiaries in your state by helping them become better health care consumers.

For more information about expectations for presenters in your state, see your SMP's job description and/or talk to your SMP director or coordinator of volunteers.

What can you expect as a presenter of group education sessions for your SMP, and what is expected of you? Use this space to take note of this and any additional information provided by your SMP.

Handout 10: State and Local Considerations, continued

Consideration #3: SMP Videos and PSAs

On a national level, several different SMP videos and public service announcements (PSAs) are available on the SMP Resource Center Website www.smpresource.org in English and Spanish. Some of the videos are also available in other languages.

Does your state or local SMP use any national or local videos or PSAs during group education sessions? If so, use this space to make note of your SMP's preferred resources.

Resource	Description

Consideration #4: Presentation Topics

If you have more than 30 minutes, consider the following interaction and/or topics to include in your presentation. To stay on schedule with the core SMP topics, save these “bonus” items for the end of your presentation.

- Additional group interaction
 - Fraud stories from the audience
 - Play a fraud prevention game
 - Additional time for questions
- Additional topics
 - Categories of health care fraud and abuse, and what to look for in those areas (i.e. home health, DME, Medicaid)
 - How to read a Medicare Summary Notice
 - Identity Theft
 - See the SMP Fact Sheets for more ideas!

Are any additional topics included by your SMP? Ask your SMP director or coordinator of volunteers and make note of any additional information to present here:

Handout 10: State and Local Considerations, continued

Consideration #5: State-specific Materials/Handouts

The following is a list of printed reference materials which are commonly used as handouts at the local / state level. Ask your SMP director or coordinator of volunteers if your SMP uses any of these types of materials, or others, as handouts.

- Local fraud alert e-mails or newsletters
- Local newspaper articles or press releases about scams, fraud, and/or SMPs
- Local scam stories: scams to watch out for and/or successful cases resolved in your area
- Testimonials from volunteers

Does your SMP provide any handouts during group education sessions? If so, use this space to make note of your SMP's preferred resources.

Resource	Description and where to find it

Handout 10: State and Local Considerations, continued

Consideration #6: Local Information and Examples

In some cases, you may want or even need to include local or state information and examples, such as common scams in your area, recent news stories, and statistics. Especially for longer presentations, it will help hold your audience’s attention longer if you can provide real-life examples of Medicare fraud and abuse.

In some cases, your state SMP may have specific requirements based on your grant and/or other funding sources. In these cases you may need to provide additional information in your presentations which is not part of the typical SMP message.

Does your SMP typically include any local or state-specific information in your presentations? If so, take notes here regarding the topics and/or information to use.

Topic	Information and where to find it

Handout 10: State and Local Considerations, continued

Consideration #7: Giveaways

Giveaways are a “Best Practice” that can be used to keep your audiences’ attention. Some giveaways include:

- “Wipe out fraud” hand sanitizer / stain remover
- Items that may get used regularly by participants:
 - Stress balls, key chains, pens, plastic bags
- Items which also provide a few fraud facts:
 - Bookmarks, fans, placemats

Does your SMP provide any giveaways during group education sessions? If so, use this space to make note of your SMP’s giveaways.

Giveaway	Description

Consideration #8: Bringing it All Together

The logistics of group education presentations vary greatly from one SMP to another. Discuss the processes related to presentations with your SMP director or coordinator of volunteers to find out how things work at your SMP. Use the “Presentation Processes Checklist” in the Appendix as a guide.

Use this space to write down any logistical information specific to your state/local area.

Handout 10: State and Local Considerations, continued

Consideration #9: Managing Questions

If you have time for a question and answer session as part of your presentation, make sure that you are prepared to handle questions. How does your SMP expect volunteers to handle questions that are asked during group presentations?

Discuss how you should handle questions with your SMP director or coordinator of volunteers and take notes here.

Consideration #10: Follow Up

How should you follow up on questions at your SMP? Discuss with your SMP director or coordinator of volunteers and take notes here.

All questions should be answered by someone at your SMP who is qualified to do so. If you have collected contact information for an audience member who has requested additional follow-up, make sure to provide it to the appropriate person at your SMP as soon as possible.

Handout 10: State and Local Considerations, continued

Consideration #11: Paperwork at Your SMP

Although reports to the OIG and AoA are required by all SMPs, the forms used for gathering reporting data and other logistics of the reporting process vary somewhat from one SMP to another.

Talk with your SMP director or coordinator of volunteers about expectations related to paperwork, and use this chart to take notes.

Process	Who does it? (i.e. SMP staff, volunteer, partner, other, N/A)
Provide form(s) to be used to track group education sessions	
Provide form(s) to be used to track volunteer hours	
Complete form(s) to track group education sessions	
Complete form(s) to track volunteer hours	
Submit completed paperwork to SMP	
Receive completed paperwork	
Enter data in SMART FACTS*	

Note: Separate SMART FACTS training is provided for those who will perform this task. Ask your coordinator of volunteers if your job will involve SMART FACTS data entry and what additional training may be needed.

