

TRAINER'S NOTES

TRAINER'S NOTES: DAY 1

Materials	Activities	Times
PART I. TRAINING ON CHAPTER 1 OF SMP FOUNDATIONS TRAINING VOLUNTEER MANUAL		
	I. Welcome, Introduction, Objectives, Agenda Review for Chapter 1 Training	40 min.
	A. Welcome and Introduction	(20 min.)
PPT slide 1, Chapter 1	Begin with PPT slide #1 (title slide) on the screen. Welcome participants to this professional development training on SMP Volunteer Foundations. Have each of the Trainers introduce themselves and make a brief statement about their backgrounds and expertise in either SMP programs or in professional development and training.	
PPT slide 2	Now show PPT slide #2 and ask participants to take no more than one minute each to introduce themselves, stating their names, positions (current job, homemaker, or retired), and reasons for their interest in serving as SMP volunteers. If participants are few in number, they can introduce themselves one by one to the large group. Move the activity along, allowing each person to speak for only a minute. If participants are attending in teams from their local agencies, feel free to vary the prompts on PPT slide #2 and ask one person from each team to introduce team members, indicating members' names, positions (if appropriate), and reasons for their interest in serving as SMP volunteers. If the group is too large to complete the introductions in 20 minutes, ask participants to pair up and share background information (names, positions, and reasons for their interest in serving as SMP volunteers). Show that you are listening carefully to the introductions; these are important because they ensure from the start that every participant is acknowledged and included. However, there sometimes is a tendency for some people to speak for more than a minute; you will need to be mindful of the time and not allow introductions to run longer than approximately 20 minutes. You can tactfully move persons along by indicating PPT slide #2 and reminding them of the time limits set when you gave the directions for this activity.	
	B. Training Objectives and Agenda Review	(10 min.)
PPT slide 3; H-1	Refer participants to H-1 in the participant's handout packet and show PPT slide #3. Ask participants to picture themselves at the end of this workshop—they picture themselves satisfied because they have learned new information. Now ask them to record on H-1 two things they hope to gain from attending this workshop. After about two minutes, sample responses from the group. List responses on a flipchart that you have pre-labeled "Expectations." Continue listing expectations until there are	
Flipchart page marked "Expectations"		

Materials**Activities****Times**

no more responses. Post this flipchart page to a wall and allow it to remain there throughout the workshop. At the end of the workshop, you will revisit this list of participant expectations.

Note: It is not necessary that every participant respond to this question; it's likely that some participants will have expectations that have already been listed.

Refer to the flipchart list and identify for participants those topics that will be addressed in this workshop, those that have not been planned for but can be addressed easily during the workshop, and those, if any, that are outside the realm of this workshop. To the extent possible, identify resources (both Web-based and print materials) that participants can access to address those issues that will not be covered in this workshop; also identify additional SMP training, if appropriate, that is outside the core training and will cover these topics.

- PPT slide 4** Show PPT slide #4; tell volunteers how much they are needed and appreciated and that they play a vital role in helping to identify, report, and prevent potential health care waste, fraud, and abuse. Show PPT slide #5 as an example the extent to which Medicare is valued by its beneficiaries and why it is important to prevent fraud and abuse so that Medicare will continue to be available. Now show PPT slide #6 and explain that SMP is the name used now for the program formerly known as Senior Medicare Patrol. Explain that the goal of this SMP Foundations Training is to provide volunteers with a foundation of knowledge in three main content areas: SMP Program, Medicare Basics, and Medicare Fraud and Abuse.
- PPT slide 5**
- PPT slide 6**
- PPT slide 7;**
H-2a Now show participants PPT slide #7 and refer to H-2a, *Objectives of the SMP Volunteer Foundations Training*. Explain that these are the training objectives for each chapter of the Volunteer Foundations curriculum; this will help ensure that participants understand and are aware of the objectives for the entire training sequence. Point out objectives for Chapter 1. Now refer them to H-2b, *Check Yourself*. **Explain that, on completion of all three chapters, participants in this Foundations Training will take an assessment on the content of Chapters 1 through 3.** H-2b lists those things that volunteers should know from Chapter 1. Before taking the assessment, participants may wish to use this checklist to guide their review of Chapter 1 content.
- H-2b**
- PPT slide 8;**
H-3 Show PPT slide #8 and refer to H-3, *Agenda—Chapter 1 Training*. Quickly summarize the activities that will be part of this training on Chapter 1 and state their relationship to the expected outcomes.

Note: There are separate PPT slides for the training agenda related to Chapters 2 and 3 of the SMP Volunteer Foundations curriculum; these slides are included in the corresponding PPT file for each chapter.

Materials	Activities	Times
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C. Parking Lot Issues

(5 min.)

Flipchart page marked “Parking Lot Issues”
Post-It Notes pads on tables

Tell participants that they will keep a “Parking Lot” of issues and questions that arise in the course of this training. The issues and questions may be related to Medicare and the SMP program but not directly related to this training on the SMP Volunteer Foundations curriculum. Tell participants to write their questions on Post-It Notes and post the notes on the flipchart page marked “Parking Lot.” Tell them that, to the extent possible, you will address those questions and issues at the end of this workshop.

Note: Post on the wall a flipchart page marked “Parking Lot Issues.” Also place a Post-It Notes pad on each table. Ask participants, throughout the workshop, to write their questions on the Post-It Notes and place them on the flipchart.

D. Evaluation Form

(5 min.)

Call participants’ attention to the Evaluation form that you will be using to collect information about participants’ feedback (see page vi of the Introduction to this guide for Evaluation details). Remind participants that they will be asked to complete the evaluation form at the end of the training, but that they may wish to make notes on the form as the training progresses because it may be easier for them to keep a running commentary of their experiences in the various activities rather than try to remember everything at the conclusion of the training.

II. The National SMP Program **30 min.**

PPT slide 9

A. Background.

(5 min.)

Show PPT title slide #9, *Background*. Throughout this training, title slides indicate the various segments of the training content. Each title slide contains photos of senior citizens and SMP volunteers. The slides are animated so that one photo at a time appears automatically. Allow several seconds for all five photos on the title slide to be unveiled. Announce the title of the training segment—in this case, *Background*, and tell participants that, for the next few minutes, you will present some information about the rationale for establishing the national SMP program. Repeat a similar process each time you get to a title slide with photos of senior citizens.

PPT slides 10 and 11

Show PPT slide #10 and explain the problem—that errors, fraud, and abuse cost the Medicare program billions of dollars each year. Now show PPT slide #11 and explain that this loss affects all of us—it affects Medicare and Medicaid beneficiaries, health caregivers, and taxpayers. This slide explains how each of these groups is affected. Ask if there are questions or comments. A frequently heard comment at this point often relates to the surprise that participants register when they learn the extent of fraud and abuse.

Materials	Activities	Times
PPT slide 12	<p>Now show PPT slide #12 and read the quote. Explain that senior citizens who are beneficiaries of Medicare and Medicaid are in the best position to help detect, report, and prevent healthcare fraud and abuse, but that they often do not have the information they need to do this. Tell them that this is <u>precisely</u> the reason that the SMP program was established—and it's the reason they are here today!—to learn about the SMP program and ways in which they can help.</p>	
PPT slides 13 and 14	<p>B. National SMP Program Overview</p> <p>Show PPT title slide #13, <i>National SMP Program Overview</i>. After all five photos appear, show PPT slide #14. Tell them that, in 1997, the U.S. Administration on Aging established 12 demonstration projects to recruit and train retired volunteers to detect and report potential error, fraud, and abuse. Since that time, the program has grown to include SMP projects in all states, the District of Columbia, Puerto Rico, Guam, and the U.S. Virgin Islands.</p>	(10 min.)
PPT slide 15	<p>Show PPT slide #15 and define the goal of the SMP program: <i>to empower seniors to prevent health care fraud and abuse through outreach and education</i>. Review the points on this slide.</p>	
PPT slide 16; PPT slide 17;	<p>Show PPT slide #16 and refer to Chapter 1, page 4 in the manual. Briefly describe the three roles of SMPs. Ask if there are questions. Finally, show PPT slide #17 (refer to Chapter 1, page 5) and review the SMP Strategic Program Objectives.</p>	
PPT slide 18	<p>C. Program Accountability</p> <p>Show PPT slide #18. Explain that all SMPs must submit data semi-annually on their program activities and results to the Office of the Inspector General (OIG) and to the U.S. Administration on Aging (AoA). To capture and report this data, SMPs use a database called SMART FACTS (<u>S</u>eniors' <u>M</u>edicare <u>A</u>ssistance and <u>R</u>eporting <u>T</u>ool for <u>F</u>raud and <u>C</u>omplaints <u>T</u>racking System).</p>	(5 min.)
PPT slides 19 and 20	<p>Show PPT slide #19 and review the areas in which SMART FACTS captures and reports data. Then show PPT slide #20 and explain that SMP volunteers will interact with SMART FACTS in one or more of the ways listed on the slide and that their local SMP program will provide guidance and training to volunteers on this process.</p>	
PPT slides 21 and 22	<p>Now show PPT slides #21 and 22. These are screen shots of the SMART FACTS log-in screen and the screen immediately following log-in. You are showing these screen shots only to give them an idea of what SMART FACTS looks like. They will receive additional training on this, depending on the volunteer tasks assigned to them.</p>	

Materials	Activities	Times
PPT slides 23 and 24	To bring this segment of the training to a close and serve as a motivator to volunteers, show PPT slides #23 and 24. These slides, which review the results attributed to SMPs and volunteers, indicate that volunteers play a significant role in educating and empowering senior citizens to detect, report, and prevent healthcare fraud and abuse. At this point, you may wish to highlight your own state's most recent Office of the Inspector General (OIG) report results.	
PPT slide 25; H-4	Show PPT slide 25 and refer participants to H-4, <i>Volunteer Duties: Self-Assessment of Skills and Interests</i> . Explain that this handout lists categories of tasks that SMP volunteers perform. Ask them to take a few minutes to consider their strengths, skills, and past work and/or volunteer experience and to rate their top three categories in terms of interest in working in that category. In other words, they should rate the category of their greatest interest a 1, the category of their second highest interest a 2, etc.	10 min.
<p>Note: You may wish to omit H-4 and use local SMP-developed materials or methods for matching volunteers to tasks. H-4 is provided as a sample form that can be used to ask volunteers about their greatest interests. When volunteers are matched to tasks that are of interest to them, there is a likelihood that the program will benefit from high levels of volunteer motivation and commitment.</p>		
BREAK		15 min.
IV. Self-Check on Chapter 1 Content		25 min.
PPT slide 26; H-5; AK-1	Show PPT slide #26, and refer to H-7, <i>Self-Check/Matching Exercise on Chapter 1</i> . Ask participants to complete the exercise on H-5. They may refer to their notes, to Chapter 1 of the SMP Foundations Volunteer Manual, and to the training materials. When everyone has completed H-5, distribute AK-1, <i>Answer Key to H-5 Matching Exercise</i> , and review the answers. Clarify any issues or questions that arise.	
V. Wrap-Up and Evaluation of Training on Chapter 1		15 min.
PPT slide 27	<p>Show PPT slide #27 and tell participants that they have now completed Chapter 1 of this sequence on SMP Volunteer Foundations Training. Review for them the content that they covered and the activities that they engaged in during this first half-day of the workshop:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goal and Objectives of the Volunteer Foundations Training <input type="checkbox"/> National SMP Program Overview <input type="checkbox"/> Accountability and Reporting <input type="checkbox"/> Self-Check on Chapter 1 Content 	
H-2b	Remind them to review the checklist on H-2b. Tell them that this list represents content they need to know to pass the Chapter 1 portion of the assessment.	

Materials	Activities	Times
Flipchart page entitled “Parking Lot Issues”	<p>Ask if there are any questions about the day’s training. Respond to questions that you can answer on the spot, including those listed on the “Parking Lot Issues” flipchart that you can answer without the need for additional information. If there are questions that will take some research before you can answer or policy questions that you must refer to another source, be sure to add the questions to the “Parking Lot Issues” page and plan to address these at the end of the training sequence, after you have researched the issues.</p>	
Flipchart page of pluses and deltas, + and ▼	<p>Now tell participants that you would like to “take the temperature” of the group concerning training activities on the content of Chapter 1 of the Volunteer Manual by doing an informal pluses-and-deltas exercise. On a flipchart page, make a page of two columns, one with a plus sign [+] and one with a delta [▲]. Ask them to call out those things that they liked about today’s workshop. Accept all comments and write them under the [+] column. When there are no more responses, ask them to identify those things that they felt could have been improved about today’s workshop. Again, accept all comments and write them under the [▲] column. Tell them that you appreciate and take their comments seriously and that, to the extent possible, you will attempt to address those items in the [▲] column that are under your control throughout the remainder of the training sequence.</p>	
Evaluation	<p>If the training on chapters 1 and 2 is conducted on different days, provide the Chapter 1 Evaluation at this time.</p>	
PPT slide 28	<p>Show PPT slide #28, which is a motivator slide that speaks to the value of Medicare and the importance of the SMP program.</p>	
LUNCH (IF TRAINING ON CHAPTERS 1 AND 2 IS CONDUCTED ON SAME DAY) OR ADJOURN		60 min.
PART II. TRAINING ON CHAPTER 2 OF SMP FOUNDATIONS TRAINING: VOLUNTEER MANUAL		
I. Welcome, Introductions, Objectives, Agenda Review for Chapter 2 Training		15 min.
A. Welcome and Introductions		(5 min.)
PPT slide 1, Chapter 2	<p>Begin with PPT slide #1 (title slide) for Chapter 2 on the screen. Welcome participants back to this training on SMP Volunteer Foundations. If there has been a gap of several days between the first part of this training (e.g., Chapter 1 content of the Volunteer Manual) and today’s training on Chapter 2 content, it will be helpful if you ask everyone to introduce themselves again. This will serve to refresh their memories of everyone’s names, and it will enhance camaraderie among participants. Remember to introduce yourself/selves as Trainers, particularly if the Trainers for this training are different from those who facilitated training on Chapter 1. Tell them that this next part of the training will provide an overview of Medicare; it reflects the content of Chapter 2 of the SMP Volunteer Foundations Manual. But first ask if there are any questions about Chapter 1 content; remind them that Chapter 1</p>	
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Materials	Activities	Times
	covered the background and overview of the National SMP Program. Answer their questions, referring as needed to the Chapter 1 materials in the SMP Volunteer Manual as well as the training materials on Chapter 1.	
	B. Training Objectives and Agenda Review	(5 min.)
PPT slide 2; H-1a	Now show participants PPT slide #2 and refer to H-1a, <i>Objectives of the SMP Volunteer Training</i> . Remind them that there are training objectives for each chapter of the volunteer core curriculum; this will help ensure that participants understand and are aware of the objectives for the entire training sequence. Point out the objectives for Chapter 2.	
H-1b	Refer them to H-1b, <i>Check Yourself</i> . Explain that, before being assigned as SMP volunteers, participants in this training will take an assessment on the content of Chapter 2. H-1b lists those things that volunteers should know. Before taking the assessment, participants might wish to use this checklist to guide their review of Chapter 2 content.	
PPT slide 3; H-2	Show PPT slide #3 and refer to H-2, <i>Agenda—Chapter 2 Training</i> . Quickly summarize the activities that will be part of this training on Chapter 2 and state their relationship to the expected outcomes.	
<p>Note: There are separate PPT slides for the training agenda related to Chapters 1 and 3 of the SMP Volunteer Foundations curriculum; these slides are included in the corresponding PPT file for each chapter.</p>		
	C. Parking Lot Issues	(3 min.)
Flipchart page marked “ <i>Parking Lot Issues</i> ” Post-It Notes on tables	Remind participants about the “Parking Lot” of issues and questions they may have that are related to Medicare and to the roles and responsibilities of SMP volunteers but not directly related to this training on the SMP Volunteer Foundations curriculum. Tell participants to write their questions on Post-It Notes and to post the notes on the flipchart page marked “Parking Lot.” Tell them that, to the extent possible, those questions and issues will be addressed at the end of this workshop.	
<p>Note: Post on the wall a flipchart page marked “Parking Lot Issues.” Also place a Post-it pad on each table. Ask participants, throughout the workshop, to write their questions on the Post-it notes and place them on the flipchart.</p>		
	D. Evaluation Form	(2 min.)
	Call participants’ attention to the evaluation form that you are using to collect information about participants’ reactions to the workshop. Remind them that they will be asked to complete the evaluation form at the end of the workshop, but that they may wish to make notes on the form as the training progresses because it may be easier for them to keep a running commentary of their experiences in the various activities rather than try to remember everything at the conclusion of the training.	

Materials	Activities	Times
II. Background and Overview of Medicare		105 min.
A. Medicare Basics		(10 min.)
PPT slide 4	Show PPT slide #4, <i>Medicare Today and Tomorrow</i> , and explain that Medicare is managed by the Centers for Medicare and Medicaid Services (CMS). Point out the Medicare expenditures and the numbers of Medicare participants.	
PPT slide 5	Using PPT slide #5, highlight the impact that the SMP program has made on fighting fraud and abuse and the important role that SMP volunteers play in this effort.	
PPT slide 6	Show PPT slide #6, which describes the high costs of fraud and abuse, and emphasize that they, as SMP volunteers, can play a significant role in helping to reduce these costs.	
PPT slide 7	PPT slide #7 shows that the SMP volunteers play important roles both in educating beneficiaries and in helping reduce the costs of fraud and abuse. Tell them that this is the reason they will want to understand Medicare Basics--to help them do this good work.	
PPT slide 8	Show PPT slide #8, <i>Medicare Basics</i> . When all pictures appear, show slide #9 and outline the basic facts about Medicare: that it is the federal health insurance program created in 1965 for persons 65 years and older, or for those under 65 who have a disability or End-Stage Renal Disease. Stress that Medicare is <u>not</u> intended to pay all medical bills.	
PPT slide 9		
PPT slide 10	Next, show PPT slide #10 and explain that US citizens or residents living in the U.S. for more than five years are eligible for Medicare if they meet one of the listed criteria (read each criterion). Ask if there are questions.	
B. The Parts of Medicare		(50 min.)
PPT slide 11	Show PPT slide #11, and review the four Parts of Medicare. Note that Medigap provides supplemental insurance but is not a part of Medicare.	
PPT slide 12; H-3	Proceed to PPT slide #12, and refer the participants to H-3, <i>Matching Exercise: Parts of Medicare</i> . Tell participants that they will learn more details about each Medicare part in a moment; however, it is important that they remember the types of insurance covered by each Part. Give them a few minutes to complete the matching exercise; then review answers. Distribute AK-2, <i>Answer Key to the Parts of Medicare Matching Exercise</i> .	
AK-2		
PPT slide 13; H-4	Move to PPT slide #13, and refer to H-4, <i>Medicare Jigsaw Exercise</i> . Tell participants that the previous exercise was just a warm-up! Now they are going to learn the parts of Medicare in detail by reading about and then teaching others key points about each of the parts. Tell them that all participants at the table where they are seated make up their Home Team (Table teams should have at least five persons, and no more than 10). Review the instructions on H-4 for setting up the jigsaw exercise. Ask participants to count off 1 through 5 so that everyone has a number, and ask the 1s to group, the 2s to group, etc. Refer them to pages <u>5-12</u> in Chapter 2	
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Materials	Activities	Times
	<p>of the SMP Volunteer Foundations Manual and assign pages to the groups, as indicated on slide #13.</p> <p>Explain that they have five minutes to read their assigned sections and become Experts on the topic; they have another 10 minutes to plan how they will teach the information they have learned when they return to their Home Teams.</p> <p>After 15 minutes, call time and ask participants to return to their Home Teams. Ask each member of the Home Team to teach others in the team the content in which he/she has become expert. Each Home Team member has a maximum of five minutes to teach his/her section to others, or a total of 25 minutes for all group reports. Jigsaw is a good way to cover lots of information, with each person responsible for learning one piece of the puzzle and sharing it with others so that all the pieces fit together, and everyone has learned the entire content.</p> <p>After 25 minutes, call the group back together and quickly review PPT slides #14—16, asking those who were not Experts on Part A to share what they learned about Part A. Continue for each Part of Medicare as well as for Medigap.</p>	
<p>PPT slides 14—16</p>		
<p>Note: When reviewing Part B, be sure to discuss the concept of “<i>Assignment</i>.” Ask a participant who read about Assignment to explain the concept, and refer everyone to page 8 for an example.</p>		
<p>PPT slide 17 H-5a—b</p>	<p>Turn to slide #17, and refer them to H-5a—b, <i>Fill-in-the-Blanks Exercise: Medicare Parts</i>. Explain that they have 15 minutes to complete this fill-in-the-blanks exercise to test their knowledge about the Medicare Parts that were just reviewed. Tell them that they may refer to Chapter 2 of the SMP Volunteer Guide as they complete the exercise. After 15 minutes, ask for volunteers to answer each question, and provide correct answers as needed.</p>	
<p>AK-3a—b</p>	<p>Tell participants that if they were not sure about answers to any of the questions, they should make a note of it and be sure to review the chapter later. Then, distribute AK-3a—b, <i>Answer Key, Medicare Parts</i>.</p>	
<p>C. Medicare Enrollment (20 min.)</p>		
<p>PPT slide 18</p>	<p>Show PPT slide #18 and tell them that this segment of the training provides an overview of Medicare enrollment. Point out that there are four main ways that an individual who is eligible for Medicare can enroll in the program. Add that enrollment can be handled by either the Social Security Administration or the Railroad Retirement Board.</p>	
<p>PPT slide 19</p>	<p>Now review PPT slides #19-22, explaining each of the four ways that an eligible individual can enroll in Medicare, as follows (see next page). For additional information on each type of enrollment, refer to pages <u>13-17</u> in the SMP Foundations Training: Volunteer Manual.</p>	

Materials	Activities	Times
PPT slide 19	<ul style="list-style-type: none"> • Automatic: Enrollment is automatic for those who have been receiving Social Security benefits before age 65 or who have a disability and have been receiving Social Security Disability Insurance (SSDI) for at least 24 months. 	
PPT slide 20	<ul style="list-style-type: none"> • Initial: For those turning 65, there is a seven-month timeframe in which to enroll; it begins three months before the birthday month and continues through three months following the birthday month. Ideally, individuals should enroll one to three months before their birthday to avoid a gap in insurance coverage. 	
PPT slide 21	<ul style="list-style-type: none"> • General: Anyone who misses an initial or special enrollment can enroll during the general enrollment timeframe (also known as open enrollment or annual enrollment). The general enrollment timeframe varies depending on the Medicare program. 	
PPT slide 22	<ul style="list-style-type: none"> • Special: Individuals may enroll if they <ul style="list-style-type: none"> ✓ Are actively working (or have a spouse who is actively working), ✓ Are serving as a volunteer in a foreign country. 	
PPT slide 23	<p>Remind participants that, if a beneficiary asks for guidance about how to enroll, they can refer to the manual (p. 17) for details about whom to contact.</p>	
PPT slide 24 H-6	<p>Show PPT slide #24 and refer participants to H-6, <i>True/False Exercise: Medicare Basics</i>. This is an exercise to test their knowledge of Medicare Basics based on the information presented in previous slides. Allow participants about five minutes to complete the exercise, then ask for volunteers to share their answers with the large group. Distribute AK-4,</p>	
AK-4	<p><i>Answer Key to True/False Exercise: Medicare Basics</i>. Ask if there are questions.</p>	
PPT slide 25	<p>D. Medicare Statements and Claims Tracking</p> <p>Show PPT slide #25, and emphasize that Medicare Summary Notices, or MSNs, are one of the <u>key tools</u> that beneficiaries and the SMP program have for detecting errors, waste, fraud, and abuse. Explain that their SMP presentations to beneficiaries likely will include information on reviewing their MSNs; stress that the MSN is <u>not</u> a bill. MSNs are mailed to beneficiaries every three months, if they received a Medicare-covered service during that period. Point out that other types of notices may have different names; for example, Medicare Part D notices are called “Explanation of Benefits,” or EOBs. Medicare Advantage Plans are not required to send statements. Refer them to pages 18-20 for more information about MSNs and EOBs.</p>	(30 min.)

Materials	Activities	Times
PPT slide 26 Volunteer Manual, Chapter 2, pages 21-22 H-7; AK-5	Moving to PPT slide #26, refer participants to Chapter 2, pages 21-22, to review a sample MSN. Also refer them to H-7, <i>Examining the Medical Summary Notice Exercise</i> , and ask them to answer the questions on H-7, based on the sample MSN on pages 21-22. Allow 10 minutes for this activity, and then review the answers with the group. After they have completed this exercise, distribute the Answer Key AK-5, <i>Examining the MSN</i> .	
PPT slide 27	Using PPT slide #27, point out that the Medicare Web site is a helpful tool for beneficiaries to review their MSNs online and track their services. Explain that SMPs may encourage beneficiaries to sign up for the site when presenting the MSN forms and how to read them.	

BREAK		15 min.
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II. Extra Help for Persons with Limited Income and Resources		25 min.
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PPT slide 28	Show PPT slide #28 and, as the photos appear, explain that Medicare beneficiaries who have limited income and resources may apply for additional benefits. Turn to slide #29, and review the categories of individuals who may receive additional benefits. Tell participants that this population is particularly vulnerable to fraud and abuse; as a result, SMP outreach efforts focus on Medicaid as well. Review the types of programs available to this population.	
PPT slide 29		
PPT slide 30	Using PPT slide #30, point out that Medicaid is a joint Federal and state program that helps pay medical costs for people with limited income and resources. Those who are eligible for and receive both Medicare and Medicaid are called “dual-eligibles.” Review the points on this slide and refer participants to H-8, <i>Medi-WHAT?</i> Explain that it is important to understand the difference between Medicare and Medicaid. Ask them to spend five minutes selecting whether each item in the exercise describes Medicare or Medicaid. Review the answers with the large group and distribute AK-6, <i>Answer Key to Medi-WHAT? Know the Difference between Medicare and Medicaid</i> .	
H-8		
AK-6		
PPT slide 31	PPT slide #31 describes how help from Medicaid can be used to pay Medicare premiums. These programs pay Medicare premiums and may also pay for deductibles and coinsurance for Medicare Parts A and B. Review the eligibility requirements for this service; note that income limits are set by the state and will vary by year and by number of dependents. When referring to the point about “have limited resources,” explain that this refers to money in checking or savings accounts, stocks, and bonds. Tell SMP volunteers to refer to the manual (p. 22) for additional information.	
PPT slide 32	PPT slide #32 describes Program of All-inclusive Care for the Elderly (PACE), which combines medical, social, and long-term care services for frail elderly people who both live, and get health care, in the community. PACE is a joint Medicare/Medicaid program that provides all medically necessary services, including prescription drugs. Review the eligibility requirements on this slide.	

Note: If you do not have a PACE provider in your area, you can skip this slide. See the manual: Chapter 2, pages 32-33 for more information.

Materials	Activities	Times
PPT slide 33	PPT slide #33 describes programs that provide help for prescription drug costs for any coverage gaps beneficiaries may have. Review the eligibility requirements and point out the two main programs that are mentioned in the manual that may help some people to pay for prescription drug costs: the “Extra Help” program (also known as Low-Income Subsidy, or LIS), and the State Pharmacy Assistance Programs (SPAPs).	
PPT slide 34	PPT slide #34 describes the Supplemental Security Income (SSI) benefits, which provides cash for basic needs like food, clothing and shelter. Note that this is different from Social Security benefits. Tell participants that eligibility for SSI is spelled out in Chapter 2 of the SMP Volunteer Manual (p. 34) and that the Social Security Administration is responsible for determining eligibility and enrollment.	
PPT slide 35 H-9;	Show PPT slide #35 and refer to Handout H-9, <i>Matching Exercise: Extra Help for Medicare Beneficiaries</i> . Explain that this matching exercise is intended to help them review the various assistance programs that provide extra help to Medicare beneficiaries. Allow five minutes for them to complete the exercise; then ask for volunteers to suggest answers to each item. Distribute AK-7, <i>Answer Key to Extra Help for Medicare Beneficiaries Exercise</i> . Ask if there are questions.	
AK-7		
PPT slide 36	Finally, refer to PPT slide #36 and tell participants that the resources for them and the beneficiaries listed here are also referenced in their manual.	
IV. Self-Check on Chapter 1 Content		15 min.
PPT slide 37; H-10 AK-8	Show PPT slide #37 and refer to H-10. Ask participants to complete the exercise on H-10, referring to any of the following to do this exercise: their notes, Chapter 2 of the SMP Volunteer Foundations Manual, or the training materials. Allow 10 minutes for them to complete H-10; then distribute AK-8, <i>Answer Key to H-10</i> , and review the answers with the group. Clarify any issues or questions that arise.	
PPT slide 38	To sum up the training on Chapter 2, show PPT slide #38 and explain that they will learn about ways to detect and prevent fraud and abuse in the training session coming up on Chapter 3.	
V. Wrap-Up and Evaluation of Training on Chapter 2		5 min.

Materials	Activities	Times
PPT slide 39	<p>Tell participants they have now completed Chapter 2 of this sequence on SMP Volunteer Foundations Training. Review for them the content that they covered and the activities that they engaged in during this half-day of the workshop:</p> <ul style="list-style-type: none"> ✓ Goal and Objectives of the Volunteer Training ✓ Background and Overview of Medicare <ul style="list-style-type: none"> ○ Medicare Basics ○ Eligibility for Medicare ○ Learning the Parts of Medicare: The A,B,C,Ds of Medicare ○ Medicare Supplement Insurance (Medigap) ○ Enrollment in Medicare ✓ How to Read the Medicare Summary Notice (MSN) ✓ Extra Help for People with Limited Income ✓ Resources for Beneficiaries 	
H-1b	<p>Remind them to review the checklist on H-1b. Tell them that this list represents content they need to know to pass the Chapter 2 portion of the assessment and to be effective in their role as SMP volunteers.</p>	
Flipchart page entitled “Parking Lot Issues”	<p>Ask if there are any questions about the day’s workshop. Respond to questions that you can answer on the spot, including those listed on the “Parking Lot Issues” flipchart that you can answer without the need for additional information. If there are questions that will take some research before you can answer or policy questions that you must refer to another source, be sure to add the questions to the “Parking Lot Issues” page and plan to address these at the end of the training sequence, after you have researched the issues.</p>	
Flipchart page of pluses and deltas, + and ▼	<p>Now tell participants that you would like to “take the temperature” of the group concerning training activities on the content of Chapter 2 of the Volunteer Manual by doing an informal pluses-and-deltas exercise. On a flipchart page, make a page of two columns, one with a plus sign [+] and one with a delta [▲]. Ask them to call out those things that they liked about today’s workshop [+] and what they felt could have been improved about today’s workshop [▲]. See Chapter 1 instructions for details.</p> <p>Thank them for their participation and tell them that you look forward to seeing them tomorrow (or at the next scheduled workshop). Give them the date, time, and location for the next workshop.</p>	
Evaluation	<p>If the next scheduled training will not be held on the next day, have participants complete the Chapter 2 Evaluation form (and Chapter 1 Evaluation form, if applicable).</p>	

TRAINER'S NOTES: DAY 2

PART III. TRAINING ON CHAPTER 3 OF SMP FOUNDATIONS TRAINING: VOLUNTEER MANUAL

Materials	Activities	Times
	I. Welcome, Introductions, Objectives, Agenda Review for Chapter 3 Training	15 min.
PPT slide 1, Chapter 3	<p>A. Welcome and Introductions</p> <p>Begin with PPT slide #1 (title slide) for Chapter 3 on the screen. Welcome participants back to this professional development training on SMP Volunteer Foundations Training. If there has been a gap of several days between Part II of this training (on Chapter 2 of the Volunteer Manual) and today's training on Chapter 3, it will be helpful if you ask everyone to introduce themselves again. This will serve to refresh their memories of everyone's names and it will enhance camaraderie among participants. Remember to introduce yourself/-selves as Trainers, particularly if there are different Trainers for this training from those who facilitated Parts I and II. Tell them that this next part of the training will provide a look at Medicare fraud and abuse as well as strategies for preventing fraud and abuse and for detecting and reporting possible instances of fraud and abuse. This training reflects the content of Chapter 3 of the Volunteer Manual. Now ask if they have any questions about the content of Chapters 1 and 2; remind them that Chapter 1 covered the background and overview of the National SMP Program, and Chapter 2 provided an overview of the Medicare program. Answer their questions, referring as needed to Chapter 1 and 2 in the Volunteer Manual and to the training materials.</p>	(5 min.)
PPT slide 2; H-1a—b	<p>B. Training Objectives/Agenda Review</p> <p>Now show participants PPT slide #2 and refer to H-1a, Objectives of the SMP Volunteer Training. Remind them that there are training objectives for each chapter of the volunteer core curriculum; this will help ensure that participants understand and are aware of the objectives for the entire training sequence. Point out the objectives for Chapter 3. Now refer them to H-1b, Check Yourself. Explain that, before being assigned as SMP volunteers, participants in this core training will take an assessment on the content of Chapter 3. H-2b lists those things that volunteers should know. Before taking the assessment, participants might wish to use this checklist to guide their review of Chapter 3 content.</p>	(5 min.)
PPT slide 3; H-2	<p>Show PPT slide #3 and refer to H-2, Agenda for Chapter 3 Training. Quickly summarize the activities that will be part of this training on Chapter 3 and state their relationship to the expected outcomes.</p>	

Materials	Activities	Times
<p>Note: There are separate PPT slides for the training agenda related to Chapters 1 and 2 of the SMP Volunteer Foundations curriculum; these slides are included in the corresponding PPT file for each chapter.</p>		
<p>Flipchart page marked "Parking Lot Issues" Post-It Notes pads on tables</p>	<p>C. Parking Lot Issues Remind participants about the "Parking Lot" of issues and questions they may have that are related to Medicare and to the roles and responsibilities of SMP volunteers but not directly related to this training on the SMP Volunteer Foundations curriculum. Tell participants to write their questions on Post-It Notes and to post the notes on the flipchart page marked "Parking Lot." Tell them that, to the extent possible, those questions and issues will be addressed at the end of this workshop.</p>	<p>(3 min.)</p>
<p>Note: Post on the wall a flipchart page marked "Parking Lot Issues." Also place a Post-It Notes pad on each table. Ask participants, throughout the workshop, to write their questions on the Post-it notes and place them on the flipchart.</p>		
	<p>D. Evaluation Form Call participants' attention to the training evaluation form that you are using to collect information about participants' reactions to the workshop. Remind them that they will be asked to complete the evaluation form at the end of the workshop, but that they may wish to make notes on the form as the training progresses because it may be easier for them to keep a running commentary of their experiences in the various activities rather than try to remember everything at the conclusion of the workshop.</p>	<p>(2 min.)</p>
<p>II. Understanding Fraud and Abuse</p>		<p>60 min.</p>
<p>PPT slide 4 H-3</p>	<p>A. Definitions Show PPT slide #4, the title slide for this segment of the training. Allow several seconds for all five photos on the title slide to be unveiled. Announce the title of the training segment, and tell participants that this segment explores the definitions of fraud and abuse, who perpetrates fraud and abuse, examples of fraud and abuse, consequences for perpetrators, and errors and other situations that may not be fraud. Refer participants to H-3, <i>Your Definitions of Fraud and Abuse</i>. Ask them to take a few minutes to write down their definitions of fraud and abuse and what they think the difference is. Tell them that this is just to get them thinking about the issue and that you will provide formal definitions after they have taken a few minutes to draft their own definitions. After about two minutes, ask if anyone would like to share his/her definitions. Accept all answers.</p>	<p>(5 min.)</p>

Materials	Activities	Times
PPT slides 5-6	When there are no further definitions proposed, show PPT slide #5, <i>Definition of Fraud</i> , and ask if there are questions or comments. Also show PPT slide #6, which discusses how fraud typically is discovered. Then show PPT slide #7, <i>Definition of Abuse</i> , and PPT slide #8. Ask if there are questions or comments. Be sure to emphasize that the difference between fraud and abuse is <u>intentionality</u> .	
PPT slides 7		
PPT slide 9	<p>B. Who Perpetrates Medicare Fraud and Abuse?</p> <p>Now show PPT slide #9. Explain that any of the following may be involved in Medicare fraud and abuse:</p> <ul style="list-style-type: none"> • Doctors and health care practitioners; • Suppliers of durable medical equipment (DME); • Employees of physicians or suppliers; • Employees of companies that manage Medicare billing; and • Beneficiaries <p>Tell them that, <u>because</u> Medicare fraud is so prevalent, it is important for them to be aware of the various entities that have been implicated in fraud schemes. Be sure to emphasize that many health care practitioners, their employees, medical supply companies, etc., are completely honorable and not involved in fraud, but that SMP volunteers need to be aware that fraud does occur through some of these entities. Explain that perpetrators of fraud could also be individuals who are pretending to be any one of these groups.</p>	(5 min.)
PPT slide 10	<p>C. Examples of Fraud and Abuse</p> <p>Tell participants that you can point to many different examples of Medicare fraud. Show PPT slide #10 and refer participants to Chapter 3, page 5 in the Volunteer Manual, which provides an extensive list of <i>Examples of Fraud</i>. Give them a chance to review the list and then ask if there are questions. They are likely to want to discuss this because the list is so extensive and because they may have experiences they can share related to suspected fraud—related to their own billing or that of a family member. Plan to spend some time on these examples of fraud because it will help participants get an idea of the many ways in which fraud can be perpetrated. This will help raise their awareness so that they can effectively respond to consumer inquiries.</p>	(10 min.)
PPT slides 11—12	Now show PPT slide #11, <i>Examples of Abuse</i> . Be sure to emphasize again that fraud is deliberate, whereas abuse is inappropriate practices. However, as you show PPT slide #12, explain that inappropriate practices that begin as abuse can all too quickly evolve into fraud.	

Materials	Activities	Times
PPT slide 13	<p>D. Errors and Other Situations That May NOT be Fraud</p> <p>Show PPT slide #13. Explain that some situations that appear to be fraud may actually be inadvertent billing or processing errors, or they may be valid charges. For example, the bill may indicate that the beneficiary was seen by a physician, but it may actually have been an employee of the physician, such as a physician’s assistant. Refer to Chapter 3, page 7 if needed.</p>	(20 min.)
H-4a—b	<p>Now, to summarize this segment of the training, refer participants to H-4a—b, <i>Is It Fraud, Abuse, or Not a Problem?</i> Ask them to read each of the 14 statements on H4a—b and determine if each represents fraud, abuse, or if it is not a problem. Tell them to circle the correct response in the right-hand column and to make notes of the reasons for their answers.</p>	
AK-9	<p>After about 10 minutes, ask them to share their answers and the reasons for their answers with a small group of two or three other participants and determine if they all arrived at the same answers or if there are discrepancies. After a short time, distribute AK-9, the answer key to this activity, and review the answers with the total group.</p>	
PPT slide 14	<p>E. Managing Complaints of Fraud or Abuse</p> <p>Ask participants if they know what happens to complaints of fraud or abuse. Some may share stories related to instances of fraud that they have heard about. Explain that the local SMP’s role is to review and research potential fraud complaints to determine if a referral is needed and, if so, to which agency. Explain that SMPs work directly with contractors who work for CMS (the Centers for Medicare and Medicaid Services) in resolving fraud complaints. Explain the main types of CMS contractors: ACs, MACs, MEDICs, PSCs, and ZPICs, and that in certain cases CMS may get the Office of the Inspector General (OIG) involved. The OIG then determines if there is a need to involve state or federal agencies such as the FBI. Refer participants to Chapter 3 of the Volunteer Manual for more information: p. 3 describes the role of CMS contractors in paying the bills AND detecting fraud; p. 8-9 provides additional detail on managing complaints of fraud and abuse.</p>	(10 min.)
PPT slide 15	<p>Next, show PPT slide #15. Explain that the Health Insurance Portability and Accountability Act (HIPAA) was made law in 1996 to create privacy protections related to transmitting health care information. Ask if they recall being asked to sign forms at their doctors’ offices verifying that they have been advised of their rights under HIPAA. Tell them that HIPAA does so much more than protect personal health information—most importantly for SMP work, HIPAA required the establishment of the Health Care Fraud and Abuse Control Program (HCFAC). Read the bullets on HCFAC and refer to Chapter 3, page 10 for more information.</p>	

Materials	Activities	Times
PPT slide 16	Now show PPT slide #16, the results of cases referred to the FBI through 2006.	
PPT slides 17—18	<p data-bbox="483 342 1243 373">F. Consequences of Fraud: for Perpetrators and Beneficiaries</p> <p data-bbox="483 390 1336 533">Tell participants that the federal government has prosecuted cases using a number of different laws as the basis for their case. Show PPT slides #17, Consequences for Perpetrators of Fraud, and #18, which illustrates consequences for false claims as well as for kickbacks.</p>	(10 min.)
PPT slide 19	<p data-bbox="483 543 1336 936">Then show PPT slide #19, Consequences of Abuse. Explain that, although penalties for first-time offenders are not as harsh as for repeat offenders, some sanctions levied against those implicated in abuse can be unpleasant, and some fines can be steep. For first-time offenders, the consequences may involve recovery of amount overpaid with interest and/or penalties as well as referral to education programs. Consequences for repeat offenders may include referral to the Medical Review Unit, or even to the Office of the Inspector General (OIG), as well as sanctions or exclusion from the Medicare program, and possible Civil Money Penalties up to \$10,000. Remind them once again that practices of abuse can quickly escalate into fraud.</p>	
PPT slide 20	<p data-bbox="483 957 1336 1066">On slide #20, explain to participants the consequences to beneficiaries who are victims of fraud. Read the information provided on the slide and also refer to Chapter 3, pages 13-14 for more information.</p>	
PPT slide 21	<p data-bbox="483 1077 1336 1360">On slide #21, emphasize the importance of understanding that a beneficiary's Medicare identification number contains the beneficiary's or their spouse's Social Security number. This number is as important to thieves as a credit card and can be used not only to defraud Medicare but also for purposes of identity theft and other types of fraud that can have negative consequences to the beneficiary. Tell participants that this is the reason it is critical for SMPs to educate consumers about fraud schemes and enlist their help in preventing fraud and abuse.</p>	
BREAK		15 min.

Materials	Activities	Times
III. Fraud Schemes		100 min.
PPT slide 22	<p>Show PPT slide #22, the title slide for this segment of the training. Allow several seconds for all five photos on the title slide to be unveiled. Announce the title of the training segment, and tell participants that this segment covers current Medicare fraud schemes, including scams for obtaining Medicare, Medicaid, and Social Security numbers.</p> <p>A. Scams for Obtaining Medicare and Medicaid Numbers</p>	(25 min.)
PPT slide 23	<p>Tell them that it is not uncommon for beneficiaries to be victims of fraud schemes. Explain that would-be fraud perpetrators are slick: They may offer free milk, groceries, house-cleaning services, and other goods, services, or equipment in exchange for the consumer's signature on a form to verify that they were visited and received services. The form requires them to provide their Medicare or Medicaid numbers. Show PPT slide #23 to illustrate the Milk/Grocery Scheme.</p>	
PPT slide 24	<p>Show PPT #24 and remind them again of the importance of beneficiaries' keeping their Medicare and Medicaid numbers private. Tell them that these numbers provide the key to fraud—that having these numbers makes it possible for others to defraud Medicare and Medicaid. Explain that one scam involves telemarketers who identify targets through mailing lists and then call consumers. They try to confuse consumers into thinking that they represent either the government or private insurers, and they use high-pressure techniques to try to obtain the consumer's Medicare and other private numbers.</p>	
PPT slide 25	<p>Show PPT #25 and tell them that another scam centers around the promise of "free" medical evaluations testing. Consumers may be reached by telephone, newspaper ads, or coupons mailed to their homes; they also may be approached by representatives of mobile testing centers that frequent shopping malls, retirement communities, fraternal organizations, civic groups, and conventions. Consumers are offered "free" screening or other medical services; in exchange, consumers are to complete forms that provide their Medicare/Medicaid, Social Security, and other numbers.</p>	
PPT slide 26	<p>PPT slide #26 reviews the \$299, \$389, or \$399 scams, in which telemarketer identifies self as representing a Prescription Drug Plan and says that plan will provide a full year's worth of medication drugs for one easy payment of \$299, \$389, or \$399. Telemarketer says that payment can be made only by direct deposit and asks for consumer's Medicare/Medicaid numbers and bank account numbers. Consumers who fall for this scam will find that their drugs are not delivered, and—worse—their bank accounts have been charged for payment or have even been cleaned out!</p>	

Materials	Activities	Times
<p>PPT slide 27</p> <p>H-5</p>	<p>Now tell participants that they will play a game called <i>Doubters and Believers</i>. Divide participants into groups of no more than four or five people and assign each group to be either “doubters” or “believers.” Be sure that there are approximately as many doubter groups as there are believer groups. Note: If there are 10 or fewer total participants in the workshop, simply divide the total group in half and designate one group as doubters and the other as believers. Show participants PPT slide 27, <i>Doubters and Believers</i>, and refer to H-5. Tell them that they will be assigned one or more of these statements and will be asked either to support the statement (if they are believers) or to refute it (if they are doubters).</p> <p>For each statement, assign two teams, one team is the doubters and one team is the believers. Depending on the size of the total group, Trainers may elect to use all statements or only one or two. If all statements are used, there will be six teams (i.e., one doubting team and one believing team for each statement). Ask teams to develop arguments that either support the statement(s) they have been assigned (if they are believers) or that refute the statement(s) they have been assigned (if they are doubter groups). Give teams 10 minutes to formulate concepts and prepare their arguments.</p> <p>Next, for each statement, ask the believer team and then the doubter team to share their arguments with the whole group. Then facilitate a discussion among all participants. Continue this process until all assigned statements have been addressed and all teams have presented their arguments. Through this exercise, participants may come to understand and appreciate the complex nature of the topics under discussion: there are many sides to an issue. This exercise also gives participants an opportunity to express their concerns or opposing viewpoints and to sharpen their understanding of the topic of health care fraud and abuse. At the end of this exercise, ask participants to reflect on each question. What did they learn? What surprised them?</p>	

Note: For the purposes of this exercise, it does not matter what individual team members actually believe. Ask teams to play their assigned roles as doubters or as believers. Also, if the total number of participants is small, you may elect not to use all statements for this exercise. You also may substitute these statements with others that seem more appropriate to the group.

Materials	Activities	Times
<p>PPT slide 28</p> <p>H-6</p>	<p>B. Common Medicare Fraud Schemes</p> <p>Show PPT #28, and click to disclose each of the 11 contexts in which Medicare fraud has been perpetrated. Now ask participants to pair off. If there are 11 pairs, assign one of the contexts to each pair. If there are fewer than 11 pairs, assign more than one context to a pair. For this exercise, they need to read pages in the SMP Volunteer Manual, as listed on H-6. Tell them that they are to read their assigned pages and then prepare a presentation of no more than three minutes that they will make to the total group in which they are to explain why fraud schemes occur in this context, what some of the current fraud schemes are in this context, what they should look for that might indicate fraud, and what Medicare will cover in this context. Allow approximately 20 minutes for them to read the information and to prepare their presentations. If you have assigned more than one context to a group, allow more time for reading and preparing their presentations.</p> <p>After about 20 minutes, ask each group to make its presentation. You will need to hold them to the three-minute time limits, or this activity will take too much time. The goal is to spend 20 minutes for reading and preparing, and no more than 40 minutes total for the presentations. When all the presentations have been made, ask if there are questions or comments.</p> <p>Remind participants that, as SMP volunteers, they will help play a role in preventing such schemes. The next segment of this training deals with strategies for preventing fraud and abuse.</p>	<p>(75 min.)</p>
IV. How SMPs Combat Fraud and Abuse		30 min.
<p>PPT slide 29</p>	<p>Show PPT slide #29, the title slide for this segment of the training. Allow several seconds for all five photos on the title slide to be unveiled. Announce that the title of this training segment and tell participants that this segment focuses on how SMPs help beneficiaries combat fraud, error and abuse with the SMP message of “Protect, Detect, and Report”.</p>	
<p>PPT slides 30—32</p>	<p>Show PPT slides #30 through 32 and review points on each of these slides. Refer to Chapter 3, pages 50-52 of the Volunteer Manual and/or the SMP “Protect, Detect, and Report” brochure. Spend as much time needed to focus on this area and make sure that participants understand how beneficiaries, SMPs, and volunteers can help prevent fraud when they “Protect, Detect, and Report”.</p>	
<p>PPT slide 33</p> <p>H-7</p>	<p>To wrap up this topic, show PPT slide #33 and refer participants to the activity H-7, Caution: Consumer Tips for Preventing Health Care Fraud. Instruct participants to think about the questions and provide their answers. After 5-10 minutes, share answers and discuss as a group.</p>	
LUNCH		60 min.

Materials	Activities	Times
	IV. Self-Check on Information in Chapters 1 through 3	85 min.
	A. The Health Care Acronym Jumble	(20 min.)
PPT slide 34; H-8a-b	Show PPT slide #34 and refer to H-8a-b, <i>The Health Care Acronym Jumble</i> . Divide participants into two groups, A and B. Tell the groups to identify the spell-out for each acronym in the assigned table (Group A has Table A; Group B has Table B) and write the spell-out for each acronym in the appropriate table cell. Ask them to appoint one group member as recorder to write out the acronyms neatly. After about 15 minutes, ask the groups to swap answer sheets and to use the Acronyms/Abbreviations Glossary at the end of Chapter 3 to check the accuracy of the spell-outs that the other group has identified and then provide feedback to the other group. In this way, all participants become familiar with frequently used health care acronyms and abbreviations.	
Glossary in Chapter 3 of Volunteer Manual		
	B. Play SMP Jeopardy!	(65 min.)
PPT slide 35-36	Now, for a final review, tell participants that they will play <i>SMP Jeopardy!</i> <i>SMP Jeopardy!</i> is a fun way to reinforce their understanding of the content of the SMP Foundations Volunteer Manual and help participants check their knowledge before taking the Chapter assessments.	
	Follow the rules below to set up and play the game.	
Jeopardy PPT	<ol style="list-style-type: none"> Ask participants to arrange themselves so that there are no more than five tables (teams), each with up to six people. Put a number on each table (if possible, elevated so that the number can be seen throughout the room), so that you have teams #1, #2, #3, #4, and #5. Tell participants that they are now contestants on the TV Show, <i>SMP Jeopardy!</i> however, instead of three individual contestants, as on the real <i>Jeopardy!</i> show, they will play the game as five table teams. Suggest that teams may find it helpful to identify one member to be spokesperson for the team—both to “ring in” (e.g., signal that the teams wishes to answer) as well as to give the team’s response. Tell them there are five categories that you will reveal to them at the start of the game. Each category contains five cells with dollar amounts ranging from \$200 to \$1000. The team that “rings in” first will get to respond, and the response must be in the form of a question, as on the real <i>Jeopardy!</i> show. Encourage participants to use their training manuals for SMP Jeopardy! Provide each team with some way to “ring in.” This could be a small bell that you give to each table, or it could be a piece of brightly colored paper (8 ½ x 11”) that the team holds up, or it could be that a designated member of each table team stands to signal that the team wants to respond. Decide on the method you want to use and explain it to the teams. 	

- d. Explain that as the 'host', you will be the one to determine which team "rings in" first and also if their answer is the correct answer. If possible, designate a member of the training staff to be the scorekeeper and also the "judge" to help determine which team "rings in" first. Because two or more teams may "ring in" within a second of each other, it may be difficult for the host to determine which table team truly should respond first and a second set of eyes may be helpful.
- e. To keep track of scores, draw the following grid on the board or flipchart:

Team 1	Team 2	Team 3	Team 4	Team 5

When a team responds correctly, add the dollar amount of the cell to the team's score; if a team gives an incorrect response, subtract the dollar amount of the cell from the team's score. It is possible for a team to have a negative score. After all cells have been uncovered and responded to, the team with the highest score wins.

- f. The host begins the game by asking one table team to select a category for a specific dollar amount, e.g., "We'd like '*Fraud or Abuse?*' for \$400, please." The host of the game then reveals the question under the cell (*Fraud or Abuse* for \$400). All five teams have up to 10 seconds to "huddle" and come up with a response. The first team to "ring in" gets to respond.

Note: Once you click a dollar amount in the *Jeopardy!* game, each link that has been selected will change to a different color. Do NOT save the PPT after you start playing the game! If you do, the links will save in the new color and cannot be changed back.

- g. When a team responds correctly, it then gets to select the next category and cell to be uncovered. Again, the first team to "ring in" or signal gets to respond first. If that team gives an incorrect response, call on the next team to "ring in." If that team also give an incorrect response, continue the process until either (1) a correct response is given, or (2) all five teams have responded incorrectly, in which case the host gives the correct response and then asks one of the teams to select another category and cell.
- h. Once the game is complete, congratulate all teams for their good work. Distribute mini-candy bars or other giveaways/incentives as "prizes," but be sure to have enough so that every person in the room gets one—not just members of the winning team.

Materials	Activities	Times
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AK-10 i. Now distribute AK-10 with the questions and correct responses to each question. Ask if participants want to review any of questions and answers. There almost certainly will be questions and answers for which some participants want clarification. You can use this as an opportunity to reinforce the learning, so plan to spend some time on this.

PPT slide 37 Finally, show PPT slide #37, thanking volunteers for their interest and commitment to this important work. Remind them that they may contact their SMP program if they have questions or need help after they begin their volunteer work. Tell them you wish them rewarding experiences as SMP volunteers.

V. Wrap-Up, Evaluation, and Next Steps	5 min.
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Tell participants that they have now completed Chapter 3 of the SMP Volunteer Foundations Training. Provide closure to the training by asking participants to reflect on what they have learned and how they can apply the information they have discussed or acquired. Review for them the content that they covered and the activities that they engaged in during this training on Chapter 3:

- ✓ Understanding Fraud and Abuse
 - Definitions
 - Who Perpetrates Medicare Fraud and Abuse?
 - Examples of Fraud and Abuse
 - Errors and Other Situations that may NOT be Fraud
 - Managing Complaints of Fraud and Abuse
 - Consequences for Perpetrators of Fraud and Abuse
 - Consequences to Beneficiaries who are Victims in Fraud Schemes
- ✓ Fraud Schemes
 - Scams for Obtaining Medicare Numbers
 - Common Medicare Fraud Schemes
- ✓ How SMPs Combat Fraud using the message of “Protect, Detect, and Report”

H-1b Remind them to review the checklist on H-1b. Tell them that this list represents content they need to know to pass the Chapter 3 portion of the assessment and to be effective in their role as SMP volunteers.

Materials	Activities	Times
<p>Flipchart page entitled “Parking Lot Issues”</p>	<p>Collect the flipchart pages with the Parking Lot Issues that were posted at the beginning of the workshop. Review lists to determine if these questions have been answered during the workshop. Provide answers to unanswered questions, if you can; if the questions need to be referred to others or if you need to research the answers before responding to the questions, tell participants that you will get back to them with the answers and give them an approximate date by which they can expect to receive either the answers or referrals to other information sources. Also ask if participants have any questions/items/issues that still need to be clarified.</p>	
BREAK		15 min.
VI. Assessment and Evaluation		65 min.
Assessment	<p>The assessment is provided in the Training Kit, and contains 50 questions. The assessment should be given to participants at the end of class after they have completed all three chapters of training content. Provide one assessment and one answer key to each participant. Explain that the participants should circle the correct answer to each question on their answer key, and ask that they refrain from writing on the actual assessment – this will allow you to use the assessment again later for other groups of volunteers. Tell participants that they are encouraged to use their SMP Foundations Training: Volunteer Manual and that a passing score is at least 40 questions correct out of 50 (80% or higher). For additional instruction on administering and scoring the assessment, and related follow-up actions, see Introduction to this Trainer’s Guide and/or the <i>Phase 1 Implementation Guide</i> and/or consult with your SMP Director / Coordinator.</p>	(60 min.)
Evaluation	<p>Provide participants with the Training Evaluation form (provided in the Training Kit) and ask them to complete the evaluation. For additional information about the evaluation, see the Introduction to this Trainer’s Guide and/or the <i>Phase 1 Implementation Guide</i> and/or consult with your SMP Director / Coordinator.</p> <p>Remind participants that if they have questions as they become active in their volunteer work that their local SMP program staff is available and ready to respond to their questions. Thank them for attending and participating in the SMP Foundations: Volunteer Training, and tell them that you hope they enjoy their experiences as SMP volunteers.</p>	(5 min.)
ADJOURN		