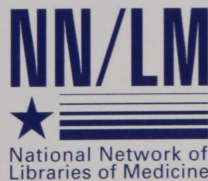


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# *Getting Started with Community-Based Outreach*



Outreach Evaluation  
Resource Center



National Library of Medicine

Planning and Evaluating Health Information Outreach Projects  
Booklet

1

*The Planning and Evaluating health Information Outreach series*

**Booklet 1**

*Getting Started with Community-Based Outreach*

Find potential partners and collect information about the community (community assessment) that will generate ideas for health information outreach projects.

Use booklet 3 to design methods to collect and analyze community assessment data.

1

**Booklet 2**

*Including Evaluation in Outreach Project Planning*

Take the information gathered during your community assessment to develop an outcomes-based project and a plan for outcomes, pre-program, and process assessment.

Use booklet 3 to design methods to collect and analyze outcome, pre-program and outcomes assessment data.

2

**Booklet 3**

*Collecting and Analyzing Evaluation Data*

Design quantitative and qualitative methods to collect and analyze data for your community assessment plan developed in Booklet 1 and your outcomes, pre-program, and process assessment plan developed in Booklet 2.

3



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# *Getting Started with Community-Based Outreach*

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**Planning and Evaluating Health Information Outreach Projects**  
Booklet

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This booklet is part of the Planning and Evaluating Health Information Outreach Projects series, designed to supplement *Measuring the Difference: Guide to Planning and Evaluating Health Information Outreach*.<sup>[1]</sup> This series also supports evaluation workshops offered through the Outreach Evaluation Resource Center of the National Network of Libraries of Medicine (NN/LM). The goal of the series is to present step-by-step planning and evaluation methods. Along with providing information about evaluation, each booklet includes a case study and worksheets to help you with your outreach planning.

The series emphasizes the relationship between planning and evaluation—this is why both words are part of the series title. By including evaluation in the planning stage, you are committing to doing it and you are more likely to make it integral to the overall project. Conversely, in planning the evaluation you identify outcomes, which in turn help you to carefully assess project activities and resource needs.

These booklets are aimed at librarians—from the health sciences sphere, particularly—and representatives from community organizations who are interested in conducting health information outreach projects. We consider “health information outreach projects” to be educational or awareness activities designed to enhance community members’ abilities to find and use information. A goal of these activities might be to equip group members to better address their—and their family members’ and peers’—questions about health. Such outreach often focuses on online health information resources such as the Websites produced by the National Library of Medicine. Projects may also include other sources and formats of health information.

The first booklet, *Getting Started with Community-Based Outreach* is designed for those who have an idea for working with their communities but do not know how to start. It describes these steps:

1. Find partners for health information outreach projects,
2. Learn more about the outreach community, and
3. Inventory resources and assets.

The second booklet, *Including Evaluation in Outreach Project Planning*, is intended for those who need guidance in designing a good evaluation plan. It discusses how to do the following:

1. Develop an outcomes-based project plan,
2. Develop an outcomes assessment plan,
3. Develop a pre-project assessment plan, and
4. Develop a process assessment plan.

The third booklet, *Collecting and Analyzing Evaluation Data*, will probably be more understandable to those with some experience in conducting health information outreach, but those just starting in health information outreach also may find it useful for planning their outreach programs. It presents these steps for quantitative methods (processes for collecting data and turning them into statistics) and qualitative methods (processes for collecting non-numeric descriptive information and summarizing it):

1. Design your data collection methods,
2. Collect your data,



3. Summarize and analyze your data, and
4. Assess the validity of your findings.

We strongly endorse partnerships among organizations from a variety of environments, including health science libraries, community-based organizations, and public libraries. We also encourage broad participation of members of target outreach populations in the design and implementation of the outreach project. We try to describe planning and evaluation methods that accommodate this approach to community-based outreach. Still, we may sound like we are talking to project leaders. In writing these booklets we have made the assumption that one person or a small group of people will be in charge of initiating an outreach project, writing a clear project plan and managing the evaluation processes.

We also encourage evaluation practices that adhere to the Program Evaluation Standards developed by the Joint Committee on Standards for Educational Evaluation, which can be found at <http://www.eval.org/EvaluationDocuments/progeval.html> [2] The utility standards require that evaluation findings will serve the information needs of the intended users, primarily those implementing a project or those with some vested interest in it. The feasibility standards direct evaluation to be cost-effective, credible to the different groups who will use evaluation information, and minimally disruptive to the project. The propriety standards uphold evaluation that is conducted ethically, legally, and with regard to the welfare of those involved in or affected by the evaluation. Finally, the accuracy standards indicate that evaluation should provide technically adequate information for evaluating a project.

We sincerely hope that you find these booklets useful. We welcome your comments, which you can email to [nnlm@u.washington.edu](mailto:nnlm@u.washington.edu)

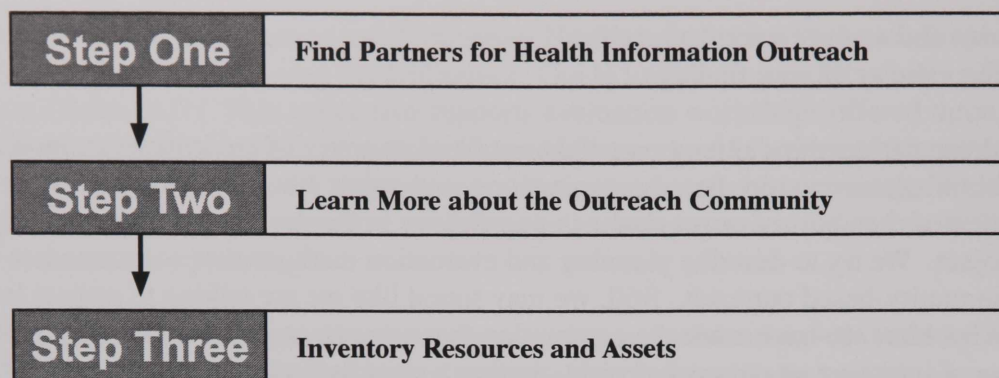
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We also deeply appreciate Cathy Burroughs' groundbreaking work, *Measuring the Difference: Guide to Planning and Evaluating Health Information Outreach* and thank her for her guidance in our creating the booklets in this update and supplement, the *Planning and Evaluating Health Information Outreach Projects* series.



The key term in community-based health information outreach is community. While government agencies or academic institutions may be involved in, or even lead, an outreach project, community-based organizations are the key partners in making the project a success.

In community-based health information outreach, organizations work together to improve peoples' abilities to find and use health information. These efforts can be described as capacity building. Capacity building can be defined as development of resources to improve quality of life. The phrase is usually applied to communities or organizations and refers to building infrastructure, resources, and skills of community members. For instance, a project may involve training community clinic staff to access consumer health resources for patients. The project builds the capacity of the clinic community to efficiently acquire up-to-date, reliable health information as needed. In addition, the term capacity building may be applied

to individuals who develop their skills and knowledge so that they can increase their capacity for self-determination. In the community clinic example, the project would also build the information-seeking skills of individual staff members who, in turn, would improve their effectiveness in meeting the needs of patients (as well as their own and their family members' needs).

Effective community-based outreach involves a partnership or collaboration among several groups or organizations with complementary assets and resources to contribute toward the project. For instance, if a health science library partnered with a community-based organization on an outreach project, the library's experienced staff could bring subject knowledge and teaching expertise to health information services or classes that the organization provides to its members. Therefore, the first step in conducting health information outreach is finding potential partners.



## Step One

## Find Partners for Health Information Outreach

Once you have an idea for a health information outreach project, the first step is to find other organizations, groups, or libraries with missions that would support and be supported by the project. There are two types of events that can provide excellent networking opportunities to organizations or individuals interested in health information. First, many communities have health coalitions or networks of health care agencies. Many meet regularly and include different types of health professionals who might be interested in your project. Second, community health fairs also bring potential partners together in one location. You may meet a partner in a booth near your own. A third strategy is to look for public health campaigns or initiatives in your area that could benefit from a health information component.

Potential for collaboration is highest among organizations that agree upon a common community need, so seek out organizations and people who share your belief that access to high-quality health information is needed in your target community. Appendix 1 provides more examples of networking opportunities.

As you speak to organizations' members, make sure you understand their definition of the word "partnership." "Partnership" can connote different levels of involvement and you are looking for organizations that are in a position to commit the required resources — such as staff, volunteers, money, time — to the project. If the organization is not ready, nothing will happen.

Keep your antennae up for an organization's ability to articulate its members' needs and its willingness to strategize about ways to

meet those needs. Look for organizations that will participate in planning a project and its evaluation. If in the future you move forward with an outreach project, develop a mutual agreement with your partners about roles and responsibilities and write it down.

All partners should revisit their expectations periodically. If things are not working well, find out why and make adjustments. This is one part of project evaluation. We provide more details about project evaluation in booklet 2 of this series, "Including Evaluation in Outreach Project Planning." [3]

As you are networking with potential partner organizations, become familiar with their communities. Demographic information such as ethnicity and race, gender, language, occupation, level of education and income, population density, age, and disability will help you with your early project planning and decision making. This information will also be particularly important if you plan to apply for funding. Funding agencies will be more likely to support your project if you can show that your outreach will benefit vulnerable or medically underserved populations.

Your partner organizations or libraries may have statistics about the populations they serve. You also can learn about a location's demographics using the US Census Bureau's American FactFinder Website at <http://factfinder.census.gov>. Here, you can research features of regions at many geographic levels (such as state, county, or zip code). You may also find a lot of useful health information at your state or county health agency such as rates of certain health conditions in various geographic areas.



**Step Two****Learn More about the Outreach Community**

When you have found a partnering organization or library, your next step is to define the “target community” that will participate in, and benefit from, your outreach project. This community is likely to be the staff and clients of a community-based organization in your partnership, although you can narrow that definition further. For instance, you may specifically plan an outreach to the diabetes patients and diabetes education staff of a local clinic or to school nurses in your state.

Once you have identified your target outreach community and have an outreach team with representatives from all partnering agencies, the next step is to find the best way to introduce health information resources by conducting a community assessment. Through this learning process, you will add to the demographic information you already have found. You will identify problems and needs that can be addressed through health information outreach, locate intermediaries that can assist with the project, and decide which community members will be most likely to benefit from your team’s work.

Individuals and communities respond to innovations such as online health information resources in fairly consistent ways. Knowing these patterns of behavior change can be of great help to teams planning health information outreach. A great deal of research has been conducted on these patterns, and the theories themselves are discussed at great length in Stage 3 of *Measuring the Difference* [1]. In the next few paragraphs, we present a very brief summary.

**Look for Enthusiastic Community Members:**

- Innovators
- Early Adopters
- Opinion Leaders

As you get to know the people in your outreach community, identify those who are the most enthusiastic about the health information resources you are offering. Research shows that approximately 2.5% of the community will respond first, followed by a second wave of 13.5% [4]. These two groups are called, respectively, innovators and early adopters. Innovators and early adopters often, but not always, are found among staff and volunteers who help community members access health and social service information (such as community health workers, public librarians, or church leaders). They often need more comprehensive and accessible information sources. If you are successful in identifying and training these first users, they may help others in the community get information or influence others to use the health information resources through role-modeling or endorsement of the innovation. Trying to predict the first users in a community can be tricky. Appendix 2 provides some hints that can help you identify the innovators and early adopters in your target community.

You also should identify influential members of your community who can help you gain access to the community. People are more likely to respond to the tools and training you offer through outreach if they are endorsed by people they know and trust. These are sometimes called the opinion leaders [3]. They may or may not be innovators and early adopters, but they usually recognize resources that can build capacity in their community.

If you convince opinion leaders of the importance of your project, they will support the project by endorsing it publicly. They may serve as role models in the adoption of your innovation, but do not be surprised if they are not the first to personally use your innovation.

Researchers also have been able to identify different stages that individuals go through

as they change behavior [5]. These stages of change represent how prepared an individual is to change behavior and, in the case of outreach, start to use a resource. If you can identify participants' "stage of change," you can design outreach activities to challenge them to the next level. The table below describes each stage of change and presents suggestions for outreach activities.

**Community Assessment: Stages of Change and Outreach Planning**

Stage	Participant's behaviors/attitudes related to online health information	Suggested Outreach Activities
Precontemplation	Not thinking of using the Internet to access health information	<ul style="list-style-type: none"> <li>• Give demonstrations at club or association meetings</li> <li>• Hold exhibits at health fairs, club meetings, or association meetings</li> </ul>
Contemplation	Thinking about using the Internet for health information access	<ul style="list-style-type: none"> <li>• Do presentations at agencies or clinics emphasizing the need for your resource</li> <li>• Participate in community events like health fairs to meet people who have question about your resource</li> </ul>
Preparation	Making plans to learn how to get health information via the Internet	<ul style="list-style-type: none"> <li>• Facilitate computer access</li> <li>• Offer skills training with formats personalized to local need</li> </ul>
Action	Using Internet sources when seeking new information	<ul style="list-style-type: none"> <li>• Provide technical support to find superior resources</li> <li>• Publish search tips</li> <li>• Train onsite liaisons to offer support or provide intermediary searches</li> </ul>
Maintenance	Continuing new information-seeking behaviors	<ul style="list-style-type: none"> <li>• Offer advanced and refresher classes</li> <li>• Continue to partner with opinion leader advocates to reinforce new behaviors</li> </ul>



**Step Three****Inventory Resources and Assets**

After you have gotten to know your outreach community, take an inventory of the assets and resources that you and your partnering agency bring to the project. This inventory might include some of the following:

- Events in your community for information booths. Health fairs, fun run/walks and club meetings are places where you can set up an information booth or do a demonstration.
- Staff to support and conduct the outreach activities. Even though you may not have developed any strategies or activities, you still should know who in the partnering agencies will have -- and will commit -- resources, time and expertise to assist with the project.
- Educational activities that can incorporate health information outreach strategies. Search for different classes, training sessions, or educational programs where you can incorporate outreach activities. For example, volunteer computer technology instructors at a community center may see the potential of online health information. They know their learners may be more motivated to learn computer skills to search for information about their own health questions.
- Computer access for trainees. You will want to know where different groups in your community are likely to have computer access outside of your class. You should get an idea of how many have access at home or work. If you suspect that many are without personal computers, you will want to locate technology centers that are open to the public.
- Training locations. You probably will need to provide training in rooms with computers. Look for places in your area that have suitable training facilities, like schools, community centers, hospitals, or public libraries. Make sure the organizations are willing to let you use their computer facilities for training and that they are available at the times you will need them.



## Take Home Messages

### Getting Started with Community-Based Outreach

In summary, getting started with community-based outreach involves the following:

1. Networking to find community partners with complementary mission, resources and assets; and learning about your outreach community's demographics through tools like the American Factfinder or your state or local public health agencies.
2. Defining your target outreach community, finding the leaders and potential early users of your resources, and identifying the stages of change for different groups and individuals in the community.
3. Taking an inventory of the resources and assets of your partner organizations and libraries and of the local area where you plan to conduct outreach.

### References

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## Networking Opportunities

The National Network of Libraries of Medicine regional office for your area (also known as your Regional Medical Library) can be an excellent source of information about potential partners and ongoing outreach projects. Funding opportunities for health information outreach may even be available. Find information about your Regional Medical Library at <http://nnlm.gov/>, or call 1-800-338-7657 from within the United States. Here are some other networking opportunities to consider:

*If you represent a health science or hospital library*

1. Make an appointment to meet with school librarians to demonstrate MedlinePlus, especially at high schools with health careers programs. While you provide this service to the school, you can find out about their library and explore opportunities to work together.
2. Make contact with staff that provide health education at medical clinics and hospitals, especially those with medically underserved clients. You can help them with their education services and they can provide you with access to health professionals or patients who would benefit from learning about health information resources.
3. Get to know public librarians who often make great community partners. Public libraries provide Internet access to individuals who may not have access at home, school, or work. They also can provide training space and have direct contact with members of diverse age, ethnic, income, and professional groups. They are often looking for affordable ways to expand the resources they can offer to their communities.
4. Make appointments with community-college faculty in health-related disciplines. They may have student internships and community service activities as part of their curriculum. They can provide you with contact to professionals-in-training, while you can enhance their health curriculum by providing skill training to their students.
5. Get to know people in state health departments who are engaged in public health promotion or health education. They often conduct educational programs and services and can provide access to groups of consumers and patients. In turn, you can contribute to their educational mission by offering demonstrations and training on health information, both to staff and to clients.

*If you represent a community-based organization or public library*

1. If you have a local medical school or academic health science center in your area, visit the library and see what types of services are provided to the community. Often health science libraries have outreach coordinators who would be interested in partnering with you.
2. Visit libraries in area hospitals. You may find good resources and potential partners there. Libraries that have consumer health collections are listed on the National Library of Medicine's MedlinePlus Other Resources Web page at <http://medlineplus.gov/otherresources.html> and many of these are hospital libraries. You can find a listing of other health science libraries—including hospital libraries at <http://nnlm.gov/members/>.



## Identifying Innovators and Early Adopters

Innovators and early adopters can be invaluable contributors toward health information outreach projects. Their enthusiasm for the resources and technology you introduce will make them role models for the rest of the community. They also may endorse the resources and help others access them. During your community assessment, try to collect the information described below to help you identify innovators and early adopters.

1. Who shows the most enthusiasm for learning about the resources? When you present a Website or offer a training session at a site, who seems most likely to sign up or request training?
2. Who in the community actually needs better access to health information but does not have an adequate method for accessing it? Community health workers, for instance, often provide individualized assistance to community members yet may lack awareness of easy-to-use online consumer health databases.
3. Who currently has values, habits, experience, and needs that are consistent with use of online health information? For instance, you might find a group of clinic staff members who must do patient education. They may find the MedlinePlus tutorials an excellent, efficient way to make presentations to patient groups. Adult literacy educators may need to teach some basic computer skills and would integrate MedlinePlus training into a computer literacy session.
4. Who in the community has some experience with the technology? Experienced users will respond more quickly to your innovation. For instance, in many communities targeted by outreach, school-aged youth are often the most experienced with computers.
5. Who will see tangible results from their searches? Some people have roles in the community that involve working with others with health care concerns. If your source of health information is better than what they currently have, they will be very interested in learning about your information resources.
6. What resources are available to the community that may compete with what you are introducing? Your innovators will take an interest in the tools you want to present to the community if the tools are superior to what they are using. If their information needs are already being met, you will have to show them how your method is better (faster, higher quality, more individualized, etc.) to get their attention. You will want to know what is being used in the community now (what the innovators are using and recommending to others) so you can compare your product to the status quo.
7. Who in the community has access to locations where they can practice using the innovation? One of the most troublesome areas of outreach is that people will not retain a skill like using online health information unless they can practice on their own time. If your health information outreach involves accessing online health resources, you will want to make sure those you train will have convenient access to computers.

### High School Peer Tutor Outreach Project

The following case is based on an actual outreach project conducted in Texas near the Mexican border [Warner DG, Olney CA, Wood FB, Hansen L, Bowden VS. High school peer tutors teach MedlinePlus: A model for Hispanic outreach. *JMLA* 2005 Apr; 93(2): 243-252]. Students, faculty and staff at a health careers high school collaborated with librarians from a health science library to train the school community on use of MedlinePlus. The National Library of Medicine provided funding to the health science library to develop outreach projects for the Hispanic communities in the Lower Rio Grande Valley.

We start the case example at an early stage in the project: the point when the health science librarian, charged with developing outreach projects in the region, started to network and form partnerships in the community. The librarian responsible for the contract had just moved to the area to manage a regional academic health center library and run the outreach project. She had no community partners when the project started. Through networking and community assessment, she initiated a partnership with school librarians to develop the High School Peer Tutor Outreach Program.

We use this case example to demonstrate how to use worksheets included in this booklet to conduct community assessment. We first present completed worksheets, based on the case example described here. The first worksheet allows you to develop a networking plan to meet potential outreach partners and to record important information about your networking activities. The second worksheet is designed to record important information about the community sites that you plan to include in your outreach project. These completed worksheets are followed by blank ones for your use.



## Find Partners for Health Information Outreach

Networking activity and time/date/place	Summarize results of your networking event (ideas for partnerships, outreach sites, etc.)	Future contact? (If yes, write time/date/place)	Main contact (name, phone, email)
RVHS Clinic* 9/18/2000	Visited with medical director and main administrator of the clinic. They seemed willing to allow us to demonstrate MedlinePlus to patients in their waiting room.	No date scheduled	Mr. Director 999- 999-9999
South County Hospital 9/25/2000	Met with directors of public relations and patient education. They told us of various health fairs scheduled for the coming year where we can have a booth.	Contact organizers for St. Bernard Health Fair Deadline to enter health fair: 9/30/2000	Ms. PR 333-333-3333
Health Careers High 10/4/2000	Called head librarian for a school library serving two career-oriented schools (one for science and one for health careers)	Demonstration to library staff 10/11/2000 at High School Library	Ms. Head Librarian 101-010-1010
County Health Department	Still seeking a contact for this agency		
Rio Grande Health Alliance	Will attend their November luncheon		

\*Names of agencies, clinics and people are fictional.

### Learn More about the Outreach Community Inventory Resources and Assets

<b>Date of Visit:</b>	November 11, 2005
<b>Outreach Partners</b>	High School Library and Health Science Library
<b>Target Community</b>	The target community is students and faculty at Health Careers High School in South Texas. A secondary community is composed of the family members of these students. We anticipate that students will access MedlinePlus material for their families.
<b>Primary Contact(s)</b>	Ms. Head Librarian; Ms. Administrative Assistant, 101-010-1010
<b>Activities</b>	Demonstration and discussion with all three librarians. Four focus groups: one with juniors and seniors; one with freshmen and sophomores, one with faculty. Interview with school principal.

#### Who are the primary contacts for the project?

- *Who has the authority to make priorities and enforce plans?*  
The principal, Ms. Principal, is the person with the final authority on whether this outreach project can be conducted at the school. She met with the health science and school librarians on the day of the demonstration and expressed her enthusiasm to have Health Careers High be involved in a project with the Regional Academic Health Center which houses the health science library. She did say she wanted the head school librarian to present the project at the next school board meeting.
- *Who is the best day-to-day contact (the person who is there frequently and returns phone calls)?*  
The head librarian who is on our outreach team is very conscientious about returning phone calls.
- *Who seem to be the potential innovators and early adopters?*  
We predict the students will be the early adopters. Computers and the Internet are their preferred method for seeking information and they have the most to benefit from having access to good health information. The school librarians have proven to be the innovators. They already use Medline Plus when putting together resources for health science teachers.



## Resources and assets

- How do different groups in the community respond to learning about your online resources?*  
The librarians are very enthusiastic about introducing the school community to MedlinePlus. They see it as far superior to the online consumer health resources they currently use. The students seemed enthusiastic. They find search engines like Google very frustrating to use because the bad or unrelated Websites are not filtered out. They are limited to the number of citations their teachers will allow in their research papers. Teachers confirmed that they limit use of the Internet for papers because they cannot monitor the quality of materials that students find on the Internet.
- Can you identify possible co-facilitators who you will train to help you with outreach activities?*  
The school librarians will certainly be co-facilitators. However, the school has had success with peer tutoring in the technology lab, where students teach other students. We are considering use of that model for the outreach project.
- Did the people you talked to seem to offer advice of how to involve the community? Did they have ideas of where your online resource could be taught?*  
We got a number of suggestions for training: freshman orientation, open house (parents will be exposed to MedlinePlus as well as faculty, staff, and students). The health science teachers seemed amenable to having training sessions in their classes as students prepare for research projects. Many of the students belong to Health Occupations Students of America and compete in HOSA events. MedlinePlus could be presented at HOSA meetings.

## Current status of health information access

- How are community members now getting health information?*  
The students use Google or other general search engines. One student mentioned WebMD. For papers, the teachers often have the librarians pull together print resources for the students to use.
- How do they feel about the quality of the information they get?*  
Teachers are not impressed with the quality of the online materials in general for research purposes. They are very happy with the resources that the librarians gather for them. Students say the general search engines yield a lot of useless links that they have to "wade through."
- Will the resources you are introducing be better or more difficult to use compared to their different approaches?*  
We predict that every group will find MedlinePlus superior to current methods. We plan to do some training with teachers so they understand that all Websites and materials at MedlinePlus go through expert review before they are made available to the public. We know the students will find it superior to the general search engines. The teachers probably will find that looking up health information on their own and allowing students to use MedlinePlus will be much more convenient than their current practices.

### Current status of computer experience

- *What groups are experienced with computers and the Internet?*  
The students and school librarians are very experienced with using the Internet. The teachers use it as well, but admit the students often teach them how to use technology.
- *What groups are learning to use the computer?*  
Students told us that some of their parents and grandparents are learning to use the computers.
- *What groups are likely to have a difficult time using the computer or the Internet? Are there other community members who can help them?*  
Some parents and many grandparents we encounter at open house will probably struggle with the computer (or not use it at all). We expect the students to get information for these family members.

### Level of computer access

- *Where can community members get computer access?*  
The library has over 25 computer stations in the reference area and the library's technology lab. The school is open from 7:30 am to 7:00 p.m. to students, faculty and staff. The library is also open all summer at the same hours with the exception of Fridays. The library is not open to the general public, but students may bring their family members to use the computers.
- *How many have access from home?*  
Most students in our focus groups had computers and Internet access at home. Our librarians estimate 60% of all students have home computers.
- *Describe any technology centers available to the community.*  
The library's technology lab is available for training whenever the library is open. Usually training sessions are held immediately after school. The lab is very convenient to the school community and the library has it's own IT staff to deal with computer problems. The Internet is usually up and running.
- *Is there any type of training or assistance to residents who want to use the computers?*  
All of the faculty and students have adequate computer skills to learn to use MedlinePlus. However, the school does not provide training for family members like parents and grandparents.



**Describe other aspects of the community that might affect the outreach project**

- *What do both partners have to offer?*

The school librarians have easy access to the school community. The teachers think highly of them and trust them, so if the school librarians endorse MedlinePlus for research purposes, the teachers are likely to accept it. The library has excellent IT support for the computer systems. The health science librarian on the team has a lot of experience with teaching online resources. She also has funding to purchase supplies for the project.

- *Is either partner in the collaboration attempting to secure funding?*

The health science librarian currently has a contract from the National Library of Medicine to fund this project. No other funding is being sought for this outreach site.

- *What is needed for outreach to occur?*

Most of the resources are available for the project. We need to gain teacher "buy-in" to our outreach efforts. We also must go through some school system procedures before the health science librarian can work directly with students.

- *Do you foresee any challenges to completing an outreach project here?*

We are planning to train students to tutor other people and our biggest challenge will be to find the right students. First, we hope students will want to be involved. Second, we want students who can handle the extra responsibility of being a peer tutor without struggling in school. We plan to get recommendations from the principal and guidance counselor.

**Find Partners for Health Information Outreach**

<b>Networking activity and time/date/place</b>	<b>Summarize results of your networking event (Ideas for partnerships, outreach sites, etc.)</b>	<b>Future contact? (If yes, write time/date/place)</b>	<b>Main contact (name, phone, email)</b>



**Learn More about the Outreach Community  
Inventory Resources and Assets**

<b>Date of Visit:</b>	
<b>Outreach Partners</b>	
<b>Target Community</b>	
<b>Primary Contact(s)</b>	
<b>Activities</b>	

**Who are the primary contacts for the project?**

- *Who has the authority to make priorities and enforce plans?*
  
- *Who is the best day-to-day contact (the person who is there frequently and returns phone calls)?*
  
- *Who seem to be the potential innovators and early adopters?*

**Resources and assets**

- *How do different groups in the community respond to learning about your online resources?*

- *Can you identify possible co-facilitators who you will train to help you with outreach activities?*
- *Did the people you talked to seem to offer advice of how to involve the community? Did they have ideas of where your online resource could be taught?*

### **Current status of health information access**

- *How are community members now getting health information?*
- *How do they feel about the quality of the information they get?*
- *Will the resources you are introducing be better or more difficult to use compared to their different approaches?*

### **Current status of computer experience**

- *What groups are experienced with computers and the Internet?*
- *What groups are learning to use the computer?*
- *What groups are likely to have a difficult time using the computer or the Internet? Are there other community members who can help them?*



**Level of computer access**

- *Where can community members get computer access?*
- *How many have access from home?*
- *Describe any technology center available to the community.*
- *Is there any type of training or assistance to residents who want to use the computers?*

**Describe other aspects of the community that might affect the outreach project**

- *What do both partners have to offer?*
- *Is either partner in the collaboration attempting to secure funding?*
- *What is needed for outreach to occur?*
- *Do you foresee any challenges to completing an outreach project here?*

**Checklist for Booklet One *Getting Started with Community-Based Outreach***

Step One	Find Partners for Health Information Outreach
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Schedule opportunities to meet potential partners.</p> <p>Keep written notes about the time, date and location of your networking activities.</p> <p>Research the demographic and health status of your region to learn about the specific health needs of your area.</p> <p>Note the names, titles, and contact information of the potential partners you meet.</p> <p>Write down the ideas you and the potential partner have had about partnering together on health information outreach projects.</p>

Step Two	Learn More about the Outreach Community
<input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/>	<p>Identify opinion leaders</p> <p>Identify innovators and early adopters by looking for those who</p> <ul style="list-style-type: none"> <li>- Are enthusiastic about the resources</li> <li>- Need better access to health information to do their jobs</li> <li>- Are responsible for getting health information for the community</li> <li>- Value access to health information</li> <li>- Have some experience with the technology</li> <li>- Will see immediate tangible results</li> <li>- Have computer access to practice the resources after training</li> </ul> <p>Identify the stages of change for different members of the target community.</p> <p>Identify any particular health concerns in the community.</p>

Step Three	Inventory Resources and Assets
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>What events in the community would provide good outlets for exhibits and demonstrations?</p> <p>Who in each partnering organization can commit to giving time, financial support, or other resources to the project?</p> <p>What educational activities (such as GED classes or computer training sessions) can incorporate health information resource training?</p> <p>How do people currently get health information and how do they feel about the quality of the information?</p> <p>How computer literate are different groups in the community?</p> <p>What is the level of computer access of the community members?</p> <p>What facilities are available to demonstrate or train community members?</p>





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