

**BUILDING NEW
STRENGTHS:**

**A PROGRAM TO DEVELOP
AND EMPOWER STUDENT
HEALTH ADVOCATES**

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PROJECT BACKGROUND

- Response to NLM Information Resource Grant to Reduce Health Disparities RFP issued in 2010.
- Grant submitted July 2010.
- Funded March 2011- three years, almost \$300,000. Award Number G08LM011079.
- Originally entitled “Empowering Student Community Advocates to Reduce Health Disparities.” Now called...

WHY US?

- History of successful community partnerships to improve health by providing quality health information. (Maryland Health>GoLocal)
- HS/HSL goal to expand role:
 - Health advocacy
 - Health literacy
 - Build community capacity through lifelong health information seeking behavior skills
 - Community engagement

3 AIMS OF THE PROGRAM

- **Aim 1: Empower high school students as community health advocates.**
- **Aim 2: Promote improved health and reduce health disparities in Baltimore neighborhoods.**
- **Aim 3: Develop a replicable student health advocacy program.**

PARTNERS AND PROGRAM

- Vivien T. Thomas Medical Arts Academy
 - School administrators
 - 12 students – essays and interviews
- HS/HSL
 - Project team – PI, Project manager, Intern, Outreach librarian, IT staff, plus lots of random staff help – curriculum, instructors, 2nd Year NLM Fellow
- Advisory Committee

FROM MARCH TO SEPTEMBER

- Meetings with VTTMAA, parents
- Student application/interview process
- HR involvement/staffing – hiring intern(s), students
- Curricular design
- Space renovation
- Ordering of computers, supplies, snacks, etc.
- Background checks (on us!)
- Forms, forms, and more forms
- IRB approval

A BIT ABOUT THE PROGRAM

- 17, 2-hour classes, September-May
- 20 hours per week during 6 weeks in the summer
- Students are paid, receive computer, etc.
- Curriculum/learning objectives linked to national standards
 - National Health Education Standards
 - Healthy People 2020
 - National Partnership for Action to End Health Disparities
 - Common Core State Standards
- Pre and post test to determine curriculum effectiveness.

OVERVIEW OF CONTENT

- **Fall (10 weeks) – Foundational skills – quality information seeking behavior, health disparities, identification of health topic & research, interview skills**
- **Spring (7 weeks) – advocacy skills, presentation skills, community engagement**
- **Summer (20 hours per week, 6 weeks) – learning opps at UM and beyond, field trips, exhibiting at health fairs, designing and implementing a “campaign” (producing PSAs, city-wide high school health summit, etc.), capstone event and graduation.**

SO FAR...

- Recruited, interviewed and selected 12 students for program
- Orientation session for parents and students
- Administered Pre-Test
- Completed first three classes (Determinants of health, PHRs, Health interviews)
- Working on Spring curriculum



FOLLOW OUR PROGRESS...

- <http://guides.hshsl.umaryland.edu/SHARE>
- Presentations at meetings over the next three years
- Questions?
 - mjtooney@hshsl.umaryland.edu – M.J. Tooney, Principal Investigator
 - atatro@hshsl.umaryland.edu – Anna Tatro, Project Manager

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