

Información de Salud para Promotoras

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Dykes Library at the University of Kansas Medical Center
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Executive Summary

Through a series of five training sessions created and taught by librarians from Kansas City, Kansas Public Library and Dykes Library at The University of Kansas Medical Center, the lay-health advisors in the Promotoras program at El Centro, Inc. were taught basic computer skills followed by instruction on finding reliable health information online in Spanish. The Promotoras were then supplied laptops to use when doing health promotion in their community. Through ongoing training sessions, the Promotoras continue to gain confidence in their technology skills and will use the laptops in future projects, such as facilitating a weight loss group or providing point-of-need information at health fairs.

Geographic region

The program impacted Wyandotte County, Kansas, with most participants living in the urban core of Kansas City, KS.

Collaborations/Partnerships

El Centro, Inc. is a community-based organization in Kansas City, KS with a mission to create and sustain opportunities that empower families. They have recently begun a Promotoras program where approximately 30 lay-health advisors attend regular training sessions about health-related topics then take what they've learned out to their communities; they act as a point of contact in the community for health information and resources.

The Main Kansas City, Kansas Public Library is located in downtown Kansas City, KS. The Library strives to fill the need for accessible health information by maintaining a consumer health collection for its patrons, including books and health-related databases. The library also maintains physical and online community information centers where patrons may acquire information about free and affordable health-related services in the community.

Dykes Library is located in Kansas City, KS. It sits on the campus of The University of Kansas Medical Center serving students faculty and staff in the Schools of Medicine, Nursing, and Allied Health as well as doctors, nurses, and health care providers at The University of Kansas Hospital. Dykes Library also serves as the Resource Library for the NN/LM, promoting the use of resources made available by the National Library of Medicine. The library is also involved in several statewide health information initiatives encouraging Kansans to take charge of their health.

These partnerships aren't currently active but are ongoing; any group could approach the other and receive support in a future project. As with any collaboration, communication was a challenge. The language barrier and cultural differences added a layer of complexity that required more effort to overcome.

Training

- Total number of sessions conducted as part of the project: 5

- Total number of sessions in which half or more than half of participants were from minority populations: 5
- Total number of participants in the project's sessions: 32
- Breakdown of participants by:
 - Health care or service provider, with a subtotal for public health personnel: 0
 - Health sciences library staff member: 0
 - Public/other library staff member: 0
 - Member of the general public: 32

Training sites

All trainings were conducted at El Centro's Administration Center in downtown Kansas City, KS, which offers a computer lab with 25 PCs with Internet connectivity. This is location for the weekly Promotoras meetings.

Exhibits

No exhibits were connected to this project.

Resource Materials

The librarians from KCKPL used training materials previously created for sessions at their own libraries. The handout used for the basic computing lesson is attached.

Promotional materials included business cards and notepads. These were given in place of the \$50 incentive, as the program director at El Centro is moving away from monetary rewards in hopes of driving participation through volunteerism and the desire to change one's community. Generic business cards were designed and printed in hopes of lending some professionalism to the program and to increase visibility in the community. Notepads like the Information RX pads were created for the Promotoras to use when working with their peers. The URL for MedlinePlus in Spanish was included. Samples of the materials are attached.

Web Sites

No web sites were created for this project.

Document Delivery and Reference Services

Not applicable.

Approaches and Interventions Used

Training sessions were planned according to the established Promotoras meeting schedule. They regularly meet on Tuesday afternoons at El Centro. Working with the librarians at KCKPL, sessions were planned once or twice a month during the summer months during this Tuesday meeting time. The topics

of these sessions were determined by the previous experience of the public librarians. Each librarian volunteered to teach a subject she regularly taught and with which she was comfortable. Having the trainings conducted by Spanish-speaking public librarians was crucial due to the language barriers but also became a great promotional opportunity. The Promotoras responded well when the librarians shared information about their ongoing classes and opportunities at the public library.

Evaluation

Data from the pre- and post-tests is still being collected. The program director at El Centro is administering the test and compiling interaction logs. A Connect-to-Care form was created for the Promotoras to use for documenting interactions with peers but these forms have not yet been collected for evaluation. The form is attached.

Although there is no hard data, based on anecdotal evidence, the Promotoras have increased computer competency skills. Through the initial five trainings, then ongoing sessions and one-on-one instruction with the laptops, many have become much more comfortable typing, using the mouse, navigating the Internet, and using the Microsoft Office suite.

While not as a direct result of this project, the Promotoras program is part of a community-wide initiative to improve Wyandotte County's continual health ranking as last in the state of Kansas. The Promotoras are featured in this video by the Robert Wood Johnson Foundation:

<http://www.youtube.com/rwjfvideo#p/u/7/AODzy7ORhgY>

Providing resources and training for the Promotoras can only strengthen the program and lead to a healthier, more informed Latino population.

Problems or Barriers Encountered

Clearly, the language barrier presented problems. Not speaking Spanish made it difficult for me to communicate and connect with the Promotoras directly. I couldn't understand the delivery of instruction or their feedback and questions. As a result, I was forced to leave many tasks to the program director, who could sometimes be unreliable. Regular communication with her was often frustrating and things could be stuck in limbo for long periods.

Attendance at the training sessions was lower than expected and sporadic. Participants would show up late and come and go throughout the session. This was a frustration shared by the program director, as she's continually trying to sustain existing participants and drawn new ones. Although we had arranged for childcare, the participants' children would often interrupt and become a distraction.

The instruction plan was far too ambitious and the format wasn't ideal. During the sessions, some attendees seemed disengaged and intimidated. Many of these women had never touched a mouse and were too shy to ask for help. Others were very comfortable with technology and needed no instruction. After the initial five trainings, the program director continued to engage the Promotoras, making the laptops available in a common area during meeting times. They also received one-on-one instruction from El Centro staff. This shorter, ongoing, just-in-time instruction seemed to prove more successful, as

it put no one on the spot and gave participants time to practice on their own and based on their individual skill level.

Continuation Plans

At this time, there are no plans for the continuation of instruction. The Promotoras will have access to the laptops to use with their peers indefinitely. The program director has arranged for ongoing computer training sessions to be incorporated into the schedule as they accept new cohorts. There are also plans for the Promotoras to use the laptops in future projects, such as facilitating a weight loss support group and acting as advocates during the annual Celebrating Healthy Families health fair.

Impact

Simply having access to laptops has empowered many of the Promotoras. The built-in computer time on the training schedule proves a commitment to technology. As the Promotoras expand and increase their visibility in the community, they will already have the tools to provide information and connect peers with appropriate resources. Every few years, El Centro conducts an assessment of the Latino community; there was early discussion of the Promotoras using the laptops to collect data in the field instead of recording information on paper for data entry later. It has been a first step in empowering these Latino women to advocate for change in their community.

Recommendations for Improvement

See Problems or Barriers Encountered section concerning the instruction plan.

While using three librarians from different branches expanded the exposure for the libraries, having one consistent instructor would have allowed for a better rapport to be built with the Promotoras. It would have also given the instructor a sense of ownership of the program. Three instructors made communication and logistics more difficult than they needed to be when scheduling the sessions.

The training sessions were conducted in the computer lab at El Centro on older machines. The laptops arrived with the newest version on Windows. Ideally, the Promotoras would have been trained on machines with the same image as those they would be using. Unfortunately, the timeframe and quantity needed didn't allow for us to use the laptops originally, but doing so would have reduced the need for machine-specific training.

Follow-up Questions

1. Were your original project goals and objectives met? If not, why not?

Yes, for the most part. The Promotoras have access to laptops and have increased their computer literacy skills; that is the most important piece. I would have liked to have been more connected during the process, creating a lasting relationship with the Promotoras and the program. These collaborations take time and energy to build and I hope to work with the program again to continue this relationship.

2. What significant lessons were learned which would be of interest or use to others conducting outreach projects? Which strategies were the most effective in implementing the project?

See Follow-up Questions #3, #4, and Recommendations for Improvement

3. If you were to start all over again, what, if anything, would you change about your goals, project plans, etc.?

As stated above, I would have lengthened the instruction period. Practically, it takes closer to three months just for participants to become comfortable with technology before they could move on to evaluating search results, let alone facing the sometimes-daunting task of finding health information. Instead of one-to-many instruction, one-on-one sessions would have been more meaningful, meeting each person at his or her level.

4. What advice or recommendations would you give to anyone considering a similar outreach effort?

I would suggest creating a more thorough evaluation plan. Not only have I struggled with collecting the data, I'm unsure how much meaning it will have if it's ever presented.

5. Please describe plans for disseminating lessons learned and other information about the project, such as through a conference presentation or publication. In accordance with the NIH Public Access Policy (<http://publicaccess.nih.gov>), project directors are asked to submit voluntarily to the NIH manuscript submission (NIHMS) system (<http://www.nihms.nih.gov>) at PubMed Central (PMC) final manuscripts upon acceptance for publication.

Aside from posting on the Library Best Practices wiki, at this time there are no plans for the dissemination of information about this project.

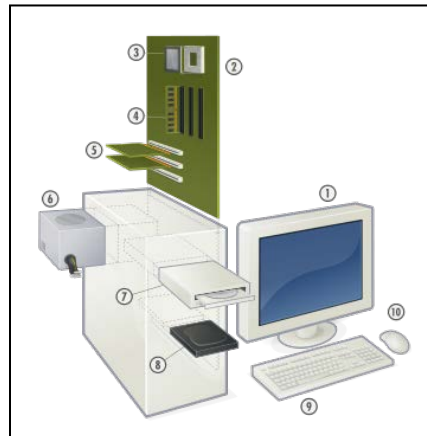
Computación Básica.

Las computadoras: Son aparatos electrónicos capaces de interpretar y ejecutar instrucciones programadas, que consisten básicamente en operaciones aritmético-lógicas y de entrada/salida; reciben las entradas (datos para su procesamiento), producen salidas (resultados del procesamiento), procesan y almacenan información.

Software: La información que la computadora es capaz de manejar (programas, documentos, páginas de Internet,...)
El software es lo fundamental en la computadora.

Hardware de un computadora de escritorio:

1. Monitor
2. Placa base
3. CPU
4. Memoria de computadora (RAM)
5. Tarjeta de expansión
6. Fuente de alimentación
7. Disco óptico
8. Disco duro
9. Teclado
10. Mouse



Computadora portátil:



Ratón: sirven para seleccionar y utilizar los objetos de la pantalla

Tipos de ratones:

De rueda. Son los normales, una rueda interna hace que el movimiento que realiza el ratón se traslade a un cursor de la pantalla. Requieren alfombrilla para trabajar
Inalámbricos. No requieren cable (normalmente van a pilas).

Para portátiles. Utilizan una pantalla en la que el propio dedo hace de ratón.

Movimiento de ratón: Clicking, doble click, click con botón derecho, arrastrando.

Versiones de Windows:

Windows 3.1, Windows 95, Windows 98, windows xp, windows vista.

Pantalla de escritorio Windows XP y sus componentes:



En el escritorio tenemos:

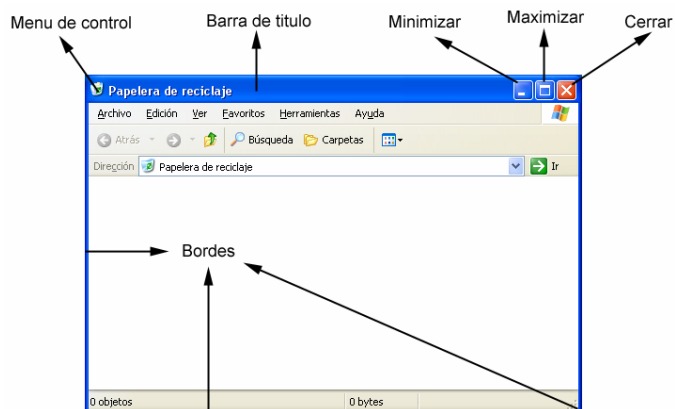


Los iconos y los accesos directos **Mi PC** son pequeñas imágenes situadas en el escritorio de Windows XP. Al igual que los botones, los iconos tienen como objetivo ejecutar de forma inmediata algún programa.

Barra de Estado:





Ventanas: Una ventana es un rectángulo que aparece en la pantalla al ejecutar una aplicación o ver el contenido de un icono. a través de su ventana.




Partes de una ventana:

Barra de títulos. Muestra el título de la ventana. Además, sirve para mover la ventana.

Boton para minimizar 

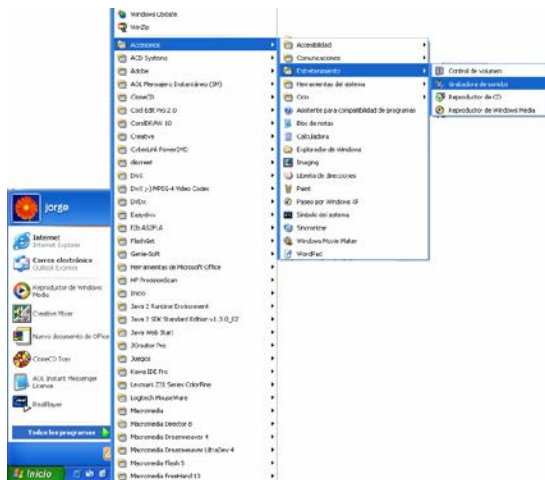
Boton para maximizar o amplificar la ventana en toda la pantalla 

Boton para restaurar el tamaño original de la ventana 

Boton para cerrar la ventana en function. 

Área de trabajo. Es la zona de la ventana en la cual podemos trabajar.

Estructura de los archivos: un grupo de programas no es más que una carpeta que contiene más aplicaciones y otros grupos de programas.



Teclado: El teclado es un dispositivo que sirve para introducir texto



Combinación de teclas:

ALT + 130 = é
ALT + 160 = á
ALT + 161 = í
ALT + 162 = ó
ALT + 163 = ú
ALT + 164 = ñ
ALT + 165 = Ñ
ALT + 168 = ¿
ALT + 173 = ¡

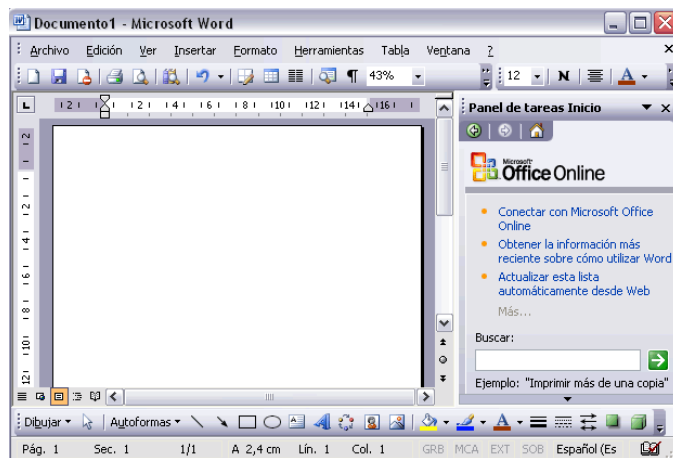
Pagina de internet para practicar con el teclado:

www.freetypinggame.net


Pagina de internet para practicar con el mouse:

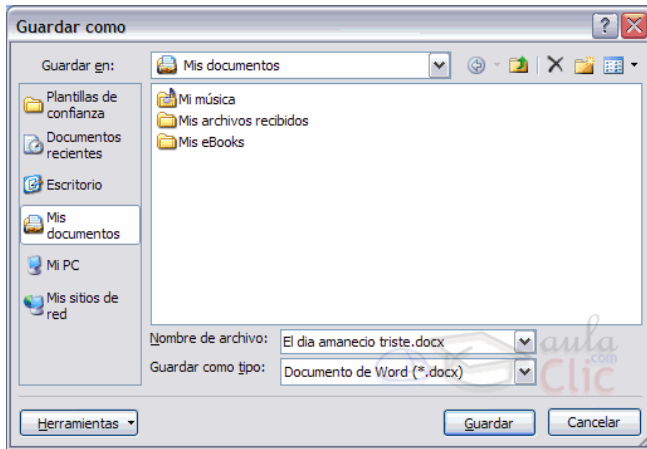
http://www.mesalibrary.org/research/mouse_espanol/page01.htm

El primer texto:

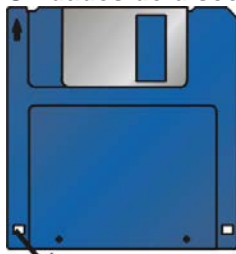


Guardar. Guardar como: Lo que se escribe se va almacenado en la memoria de tu ordenador; si apagases el ordenador, se perdería y no lo podrías recuperar. Con el comando **Guardar** quedará **grabado en el disco** duro del ordenador (o en un disquete) de forma permanente.

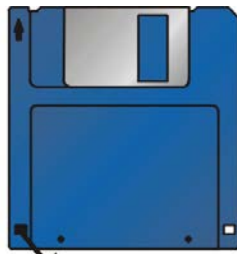
Pulsa en el icono **Guardar**  y aparecerá una ventana como ésta.



Unidades de disco

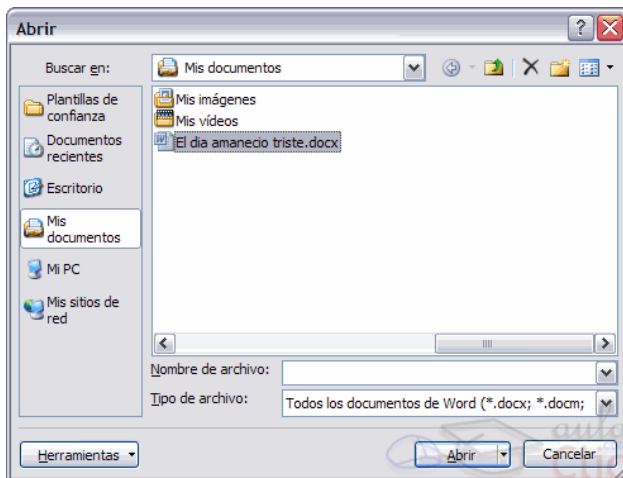


Disco protegido




Disco sin proteger

Abrir

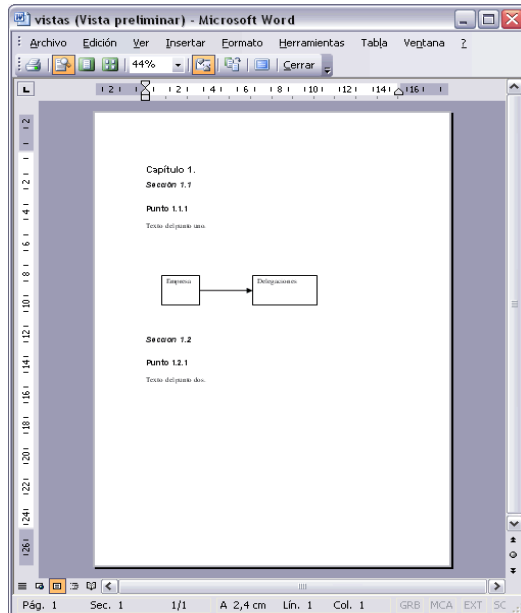


Vista preliminar: La vista preliminar permite visualizar la página tal y como se imprimirá, con


gráficos, imágenes, encabezados y pies de página, etc.

Para desplegar la vista preliminar ir al menú Archivo y elegir **Vista preliminar**. Aunque la forma más fácil de ir a la vista preliminar es con el icono vista preliminar  de la barra estándar.

Pantalla de Vista Preliminar:

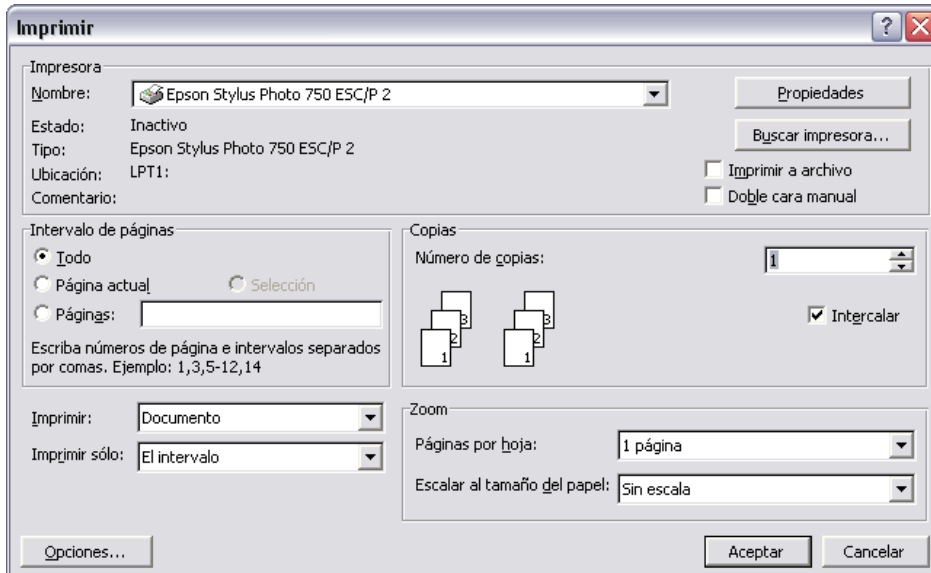


Impresión:

a) Desde el **icono**  imprimir de la barra estándar. Se utiliza cuando no queremos cambiar ninguna característica de impresión.

b) Desde el menú **Archivo, Imprimir** (CTRL + P) . Cuando queremos cambiar alguna característica de impresión. Por ejemplo, el número de copias, imprimir sólo alguna página del documento, etc...

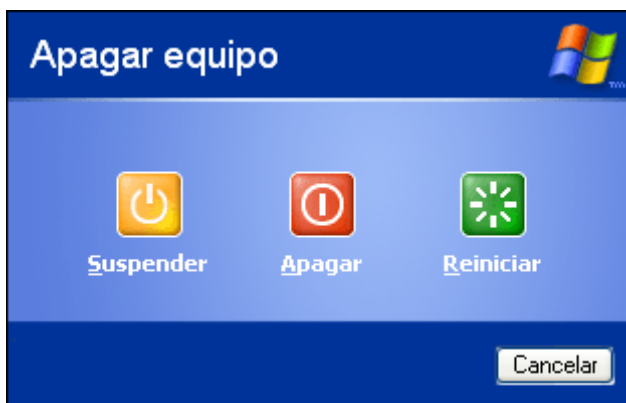
Rellenamos las opciones deseadas y pulsamos el botón **Aceptar**.



Salir de Windows. Apagar el ordenador: El ordenador no se puede apagar en cualquier momento, se debe indicar a Windows que deseamos apagar el ordenador, ya que si no, podrían producirse fallos en nuestro ordenador.

En cualquier caso, para apagar de manera correcta el ordenador hay que hacer lo siguiente:

- 1.-Hacer clic en el menú inicio.
- 2.-Hacer clic sobre **Apagar el sistema**.
- 3.-Elegir la opción **Apagar el equipo**



Promotores de Salud Comunitaria

Nos preocupamos por su salud

Nombre:

Tel:



Promotores de Salud Comunitaria

- Apoyo
- Información
- Conexión
- Prevención
- Educación

Información:

Recomendación para información de salud
www.medlineplus.gov/espanol



Promotores de Salud

El Centro, Inc., Kansas City, KS

PROMOTORES “CONNECT-TO-CARE” FORM

SPANISH

HABLE CON :		FECHA
TELEFONO CASA:	TRABAJO:	CELULAR:
SERVICIO/INFORMACION QUE SE PROPORCIONO:		
DEJAR DE FUMAR <input type="checkbox"/>	VACUNA VPH <input type="checkbox"/>	PROGRAMA DE PROMOTORAS <input type="checkbox"/>
CONTROL DE PESO <input type="checkbox"/>	MAMOGRAFIA <input type="checkbox"/>	ACADEMIA PARA NIÑOS <input type="checkbox"/>
SEGURO MEDICO <input type="checkbox"/>	SALUD <input type="checkbox"/>	NAVEGADOR KS <input type="checkbox"/> / OLATHE <input type="checkbox"/>
SEGURO NIÑOS <input type="checkbox"/>	PROGRAMA DE EL CENTRO	<input type="checkbox"/> cual? _____
HAY ALGUIEN MAS EN LA CASA QUE NECESITE AYUDA/INFORMACION? NO <input type="checkbox"/> SI <input type="checkbox"/>		
SEGUIMIENTO:		
LLAMAR POR TELEFONO <input type="checkbox"/>		
DAR INFORMACION <input type="checkbox"/>		
REGISTRO A PROGRAMA <input type="checkbox"/> cual? _____		

ENGLISH

NAME OF THE PERSON :		DATE
TELEPHONE HOME:	TEL WORK:	CELL:
SERVICE/INFORMATION THAT WAS GIVEN:		
SMOKING CESSATION <input type="checkbox"/>	VPH VACCINE <input type="checkbox"/>	PROMOTORAS PROGRAM <input type="checkbox"/>
WEIGHT MANAGEMENT <input type="checkbox"/>	MAMMOGRAM <input type="checkbox"/>	ACADEMY FOR CHILDREN <input type="checkbox"/>
MEDICAL INSURANCE <input type="checkbox"/>	HEALTH <input type="checkbox"/>	HEALTH NAVIGATOR KS <input type="checkbox"/> / OLATHE <input type="checkbox"/>
INSURANCE FOR KIDS <input type="checkbox"/>	ANOTHER PROGRAM <input type="checkbox"/>	WHICH ONE _____
IS THERE SOMEBODY ELSE AT HOME THAT NEEDS HELP/INFORMATION? NO <input type="checkbox"/> YES <input type="checkbox"/>		
FOLLOW-UP:		
I WILL CALL THEM <input type="checkbox"/>		
I WILL GIVE INFORMATION <input type="checkbox"/>		
REGISTER TO A PROGRAM <input type="checkbox"/>		
WHICH ONE? _____		

