IFLA/FAIFE Workshop Manual on

Public Access to Health Information (PAHI)

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Introduction

FAIFE believes that libraries of all kinds need to make clear their commitment to the welfare and concerns of their users by strong and active programmes to provide information on the key issues in people's lives. Health is an issue of this level of importance and is recognised as such in:

The UN Declaration on Human Rights (1948) Article 25 -

> Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing, and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
> http://www.un.org/en/documents/udhr

Furthermore, the UN Millennium Development Goals (MDGs) are much concerned with health, particularly Goal 6, which commits governments to

> Combat HIV/AIDS, Malaria and other diseases.
> http://www.undp.org/mdg

FAIFE has organised successful Workshops in Latin America, Africa and Asia on Access to HIV/AIDS Information since 2007. Quite quickly we realised that what worked for HIV/AIDS Information could also work for a whole range of other health related matters. Information is almost always the first requirement in fighting for good health, and libraries are well positioned to enter this fight in an effective way. By prioritising access to health information, libraries can provide an important support to the health services provided by doctors, clinics and hospitals.

More specifically, libraries can empower people with information that will enable them to

1. Avoid the circumstances that cause health problems;
2. Take advantage of preventative health programmes;
3. Obtain and take the best advantage of treatment programmes.

This is a big challenge and to help librarians meet it, IFLA FAIFE offers this set of Learning Materials for workshops on Public Access to Health Information (PAHI). The materials have been developed by FAIFE in cooperation with many partners including IFLA Health and Biosciences Section; Phi (Partnerships in Health Information); a working group of Cuban librarians under the leadership of Professor Marta Terry; and East African chapters of AHILA (The Association for Health Information and Libraries in Africa).

The Learning Materials are intended for use by professionals

1. Training their colleagues to develop Access to Health Information programmes;

2. Studying health information as part of their own CPD (Continuing Professional Development) or as part of their programmes of study Library and Information Science;
3. Putting on workshops on health information for their users or the general public.

How to use the manual

The manual outlines a one day workshop for a group of 10 to 20 participants (and upwards), working in libraries or in other professions dealing with the provision of information. The big difference between this Manual and FAIFE's other Workshop Manuals is that this one offers a range of Five options so that it can be put on as a Workshop on any of the following topics:

Infectious Diseases

HIV/AIDS

Road Accidents and Their Prevention

Nutrition for Good Health, or

Alcohol and other Drugs as Health Problems.

Alternatively, if the time is available, the materials could be used for a general Health Information Workshop, using all or some of the options. The choice is open.

The whole set of Workshop Materials consists of this Manual and a set of Downloadable Powerpoint Slides for the Organisers and Presenters.

1. **Preparation for the day**

What is needed?

Beforehand:

Agenda handouts with practical information

A laptop and a projector for a PowerPoint presentation (if available)

If there is no laptop and projector available, it is recommended to print out some of the PowerPoint slides and some information on the public access to health information material for the discussion and interactive session in the afternoon

Video and audio material can be used if the necessary devices are available

Paper for the participants to write on

Print-outs of group discussion instructions for each participant

After the meeting:

Evaluation form (See Appendix 3) to be completed

Appropriate attendance certificate

What the facilitator needs to prepare:

The manual is intended to be self-explanatory.

The facilitator should read through it carefully and look at the PowerPoint slides and the additional information in the appendices.

It is important to adapt the manual to the local context, and this means that preparation should concentrate on the following 10 points.

Ten point plan for adaptation of the FAIFE PAHI Materials

1. Select from the materials what you need and you think will work for your purposes. It isn't necessary to work through the whole content of the materials just as you find it.
2. Identify local problems or groups with special needs that should be emphasised in your workshop.
3. Adapt the contents to your local culture. What can be said or discussed in one part of the world possibly can't in another. We rely on you to spot what needs to be changed or adapted for your culture.
4. Localise the examples and case studies. Your participants will understand and appreciate the material better if it is illustrated with examples from their own country or region.
5. Collect local materials (posters, handouts, booklets, etc) to show to the participants. These will help make what you tell them more real.
6. Involve local leaders and elected representatives as advisers (and maybe invite them to speak). The workshops should give participants a clear view of government policy and facilities.
7. Make use of local experts and activists. If you can call on people from NGOs, community groups, government agencies and local government, they can help you make the content more meaningful.
8. Expand the content of the materials to deal with hot local issues or special topics that your participants will want to know about.
9. Choose appropriate delivery methods. If you think that your participants will need a lot of time for discussion, allow for that. If they will enjoy participatory exercises try to design something suitable for them. Don't just rely on talking at them.
10. Try to make your workshop enjoyable and memorable. People learn best if they are having fun.

2. Alternative agendas

Planning for a One Day Workshop would aim for a programme covering seven or eight hours, but the length can be varied, and the content adapted for a Two Day Workshop if required.

Agenda for a One Day Single Subject Workshop

Welcome and Announcements. (30 Minutes)

1   **Lecture** (One hour)
      a.   IFLA FAIFE and its work (15 minutes)
      b.   Intellectual Freedom and Access to Information (15 minutes)
      c.   Health Information (30 minutes).

Break (15 minutes)

2. **Case Studies and Discussion** (One hour)

      a. Case study story (for discussion)
      b. Role of 5 Ps (or equivalent) in the case
            Partnerships (of patients, clinical staff, health NGOsetc)
            Presence (of librarians)
            Participation of all
            Protocols (setting out the type of commitment to a partnership that librarians should offer)
            Privacy (for individuals)

Participants' own experience and stories of health information problems and solutions can be invited. (Thirty minutes)

Lunch Break

3. **Presentation of Sub-module by Facilitator**. (One and a half hours)

Sub-modules (Choice from)

        Infectious Diseases

        HIV/AIDS

        Road Accidents and Prevention

        Nutrition for Good Health, or

        Alcohol and other Drugs as Health Problems.

Sub-modules should provide participants with:

      Information on the health problem;

Preventive measures, with the emphasis on the role of information;
Role of libraries and other information institutions;
Preparing events and materials in the library (visits by health practitioners, posters, other forms of awareness training and information).

4. **Group Work on Programmes for PAHI in libraries** (One hour, plus 30 minutes for Report-Back)

Groups could work on
A strategy to identify, contact and involve stakeholder groups and organisations
A strategy to promote community engagement/participation
Identifying the best media and materials to publicise PAHI programme (paper, radio, Internet, etc)
Identifying information delivery methods (discussion groups and meetings, street theatre, support groups, etc.

Short Report-back by groups to all participants

Final Message from Facilitators. Thank you and farewells

Presentation of Attendance Certificates. (Ten minutes)

Agenda for a Two Day Workshop on Two or More Themes

A Two Day Workshop would begin by following the pattern for the morning of a One Day Single Subject Workshop (as above).

The afternoon of the first day would deal with two or three of the Sub Modules, as preferred.

The morning of the second day would deal with the remaining two or three Sub Modules.

The afternoon of the second day would follow the pattern for the afternoon of the One Day Workshop.

Other possible variations could include a one and a half day workshop, dealing with only two or three Sub Modules.

3. Session One: Opening

First of all - Welcome the audience! And introduce
yourself/selves. Get the participants to introduce themselves and possible say a little
about their own experiences that relate to the Workshop theme.

Practical information for participants (the venue and its facilities, where are the
toilets, emergency procedures, where will refreshments be served, the times and
structure of the day)

Use slides from the Powerpoint presentation **PAHI Slides One** for this Session.

Introduce FAIFE (Slides 1-7).

What you might say about FAIFE and about FAIFE's work

> "IFLA/FAIFE was founded in 1997. It is an initiative within IFLA
> (International Federation of Library Association and Institutions) to defend
> and promote the basic human rights defined in Article 19 of the United
> Nations Universal Declaration of Human Rights..."

> "FAIFE promotes similar workshops on Access to HIV/AIDS Information and
> the
> IFLA/UNESCO Internet Manifesto…."

Slides 8-12 provide a rationale for the PAHI Workshop that should prove helpful.

Aims and Objectives of the day (Slide 13).

A very **useful variation** is to invite a speaker from a clinic, relevant NGO or
community health centre to speak about the chosen health problem/s at this point in
the programme.

4. Session Two

This session should incorporate as much discussion as possible, since the first part of
the morning will have been largely in lecture form.

PAHI Slides Two provides a structure that contains information but also opens up
opportunities for discussion.

It begins (Slides 3-4) with a case study from a malaria prevention project in Malawi.
This is a classic case of project failure, with strong information-related aspects, which
is reviewed in Slides 5—7. Participants could be invited to offer ideas on the
information aspects, OR the participants could break (for 5 minutes only) into two or
three person buzz groups which would brainstorm ideas to suggest to the meeting.

Slide 8 then uses a case study from the USA (Johns Hopkins University Library's cooperation with the East Baltimore Women's Clinic) to show what involvement in a partnership can mean. Based on this, Slides 8-13 outline what we call

The 5Ps

Partnerships,
Presence,
Participation,
Protocols,
Privacy.

These were developed so as to offer participants a memorable structure to take away and apply to library participation in projects with other partners. They could also be discussed by the participants. Experience from pilot workshops suggests that participants find this approach interesting and helpful.

Finally Slide 14 opens another opportunity for sharing and discussion of participants' experiences.

5.   Session Three

This is the session (or sessions in a longer Workshop) in which a sub module (or sub modules) is developed. The sets of slides for the five sub modules take a standard approach, as far as possible. They provide information about the theme, identify how and why there is an information element to this, and make suggestions as to how the library profession can use its skills and facilities to contribute to the struggle against this particular health problem.

First a word or two of explanation for the selection of these five themes is needed.

HIV/AIDS is an obvious choice to include. FAIFE already offers downloadable Learning Materials for HIV/AIDS Information Workshops, but it was felt that workshop organisers might want to deal with HIV/AIDS in the same structure as the other health problems dealt with here. The set of slides is longer and fuller than those for the other themes as befits a health problem that, because it has no cure, is so predominantly an information problem.

Infectious diseases include tuberculosis and malaria which are, along with HIV/AIDS, amongst the most significant infectious health threats in the developing world. Both of these can be cured, but both are best attacked through preventive programmes based on good information. People need better understanding of the transmission of these two diseases, and other infectious conditions (including cholera, typhoid, small pox, influenza and many others) so as to avoid them if possible. Programmes of prevention, including immunisation, depend on information dissemination. They offer enormous scope for the participation of librarians.

Road accidents and their prevention may seem a surprising inclusion, but deaths and injuries on the roads rank high in the health problem statistics of

developing countries. Whilst accidents can never be entirely eliminated, the evidence from the industrialised countries is that if people understand how to behave on the roads (as drivers, passengers, pedestrians, and animal herdsmen) then the level of accidents can be reduced year after year to very low levels. Information programmes, particularly for children, can make a big contribution to better road safety and there are many ways in which libraries can contribute to this.

Nutrition for good health is an enormous contributor to general bodily welfare and the prevention of disease, although in times of the most extreme difficulty (famines and civil disruption) nutrition can often only be maintained by food aid interventions. The positive role of traditional food practices in good nutrition is extremely important, and there is always scope for involving farmers and housekeepers in nutrition information programmes. Libraries hold and can give access to information, cookery books for instance, that can make a difference to people's nutritional status.

Alcohol and other drugs have, on the other hand, an almost entirely negative role in people's health. Understanding this and awareness of programmes to moderate the effect of abuse on families and communities, is basically an information matter. The slides for this sub module concentrate on understanding and awareness aspects of the struggle against the negative health effects of addiction and abuse.

Each set of slides includes key facts and ideas for library involvement. Some of them also give indications of how local organisers and facilitators can develop these sections of a Workshop. For instance, some of them contain maps to show how particular health problems affect different parts of the world. Others have illustrations to suggest how pictures can be used to illustrate important points in the sub module. These pictures were created by the Cuban team which put together the first draft of these Workshop Materials. They can provide useful discussion points on the cultural appropriateness of the people and situations they present.

6. Session Four

This session is very much open to variation by local organisers and facilitators. The Cuban colleagues created two magnificent posters intended as models of what libraries might commission develop for their programmes. (See Appendix 1)

The intention is that the session will mainly take the form of group work so that participants can leave the Workshop having had plenty of opportunity to sort out their understanding of the Workshop content and to test it in discussion. PAHI Slides Three and PAHI Slides Four set out to offer a number of choices for discussion and group work to end the Workshop on a high note.

PAHI Slides Four first of all reviews the potential library contribution to information programmes on public health (Slides 3-5). Then in Slides 6-10 there is a set of fairly detailed suggestions for what might be done by libraries. They cover:

The Library as a Focal Point (for activities, displays, and partnership work);

Health Information Corners (the traditional role of the library as a source of documents);

Learning Groups and Clubs (such as cookery clubs or children's road safety groups);

Outreach Activities (taking information and materials out to health facilities and other places where people might be encouraged to ask for information);

Information Literacy.

To reinforce the Information Literacy aspects of the work, Slides 11-16 provide a basis for the participants to develop their own skills in interpreting both textual and illustrative messages. The facilitator could use this story to make the point.

An Information Literacy case study. There is a famous poster on Schistosomiasis (Bilharzia) that provides a great deal of detail on how the parasite is acquired, the resultant disease, and its treatment in a mixture of text and illustrations. Schistosomiasis is carried by a tiny snail which enters the body through the skin when stepping or bathing in the shallow, still water at the edge of pools and lakes in tropical countries. The centre piece of the poster is a human figure, showing the effects of the parasitic activity. Close to the figure's feet is a many times magnified picture of the snail, so as to show the detail of its appearance. Unfortunately over the years many people have misinterpreted the poster, thinking that the snail was depicted on the same scale as the human figure. They took the main message of the poster to be that to avoid the problem they had to 'Keep away from the giant snail'!

Slides 13 and 14 consist of text from posters, which allows participants to think about the suitability of the language that was used and the appropriateness of the messages the text carries. There are also two AIDS Awareness posters (Slides 15 and 16) with both visual and textual aspects. Participants can be encouraged to express their own personal feelings about these posters as a way of anticipating how members of the public might respond to them.
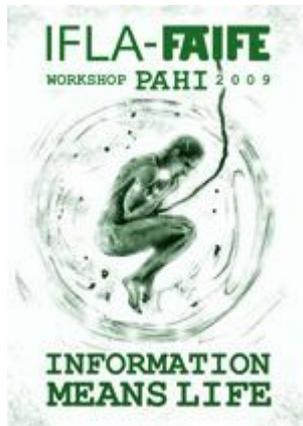
Finally, in Slide 17 there is a summary of the presentation that could be used for discussion purposes if the facilitator prefers.

PAHI Slides Three provides an example of how to structure a Group Work session, using the development of library strategies for aspects of PAHI work. This can be used as a substitute for the interactive work suggested above or in addition to that work, if time allows.
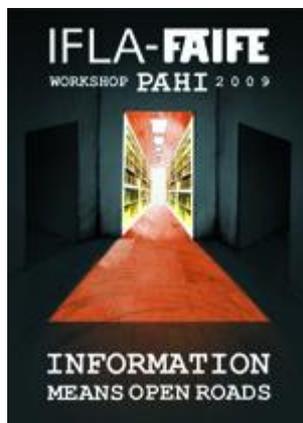
Session Four should end with final words of summary and thanks, and the presentation of attendance certificates.

Appendix 1

PAHI POSTERS FROM CUBA

Full size image [1654px × 2339px] available at:
http://www.ifla.org/files/faife/images/means-life-pahi-poster.PNG

Full size image [1654px × 2339px] available at:
http://www.ifla.org/files/faife/images/open-roads-pahi-poster.PNG

Appendix 2

SOME USEFUL LINKS.

Association for Health Information and Libraries in Africa
http://www.ahila.org

Healthcare Information for All by 2015
http://www.hifa2015.org

Health Evidence Network (HEN)
http://www.euro.who.int/HEN

MedlinePlus Health Information from the National Library of Medicine
http://www.nlm.hih.gov/medlineplus

Partnerships in Health Information (Phi)
http://www.partnershipsinhealthinformation.org.uk/

Tropical Health and Education Trust
http://www.thet.org.uk

Appendix 3

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Evaluation form
IFLA / FAIFE WORKSHOP ON
PUBLIC ACCESS TO HEALTH INFORMATION

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1. How do you rate your experience of the workshop?
Very good, Good, Average, Poor

2. How do you rate the quality of the content of the presentations?
Very good, Good, Average, Poor

3. How do you rate the quality of the presentations themselves?
Very good, Good, Average, Poor

4. How do you rate the quality of the workshop materials?
Very good, Good, Average, Poor

5. How do you rate the organisation of the workshop (scheduling of
sessions, time keeping in sessions, breaks etc.)?
Very good, Good, Average, Poor

6. Please identify one key idea or inspiration you will take away from this workshop
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_____

7. Tell us what you liked the most and what you liked least

_____
_____
_____
_____
_____
_____

8. Do you have any other comments you would like to make?