



# Health Online: Finding Information You Can Trust – Phase 2

## Final Project Report

### APPROACHES AND INTERVENTIONS USED

With today's focus on obtaining information online or going mobile, there is a digital divide for many individuals with low health literacy and represented among vulnerable populations, using online and other digital tools for health (Pew Research, 2015). This project, "Health Online: Finding Information You Can Trust" helped persons from underrepresented populations better access, identify, and use reliable health information on the internet. This project continues from the success and interest of the program implemented in 2018-2019. During Phase 1, Wisconsin Health Literacy (WHL) spent time developing materials and reached out primarily through library partners.

WHL leveraged its past experience, conducting 32 community-based workshops and 4 train-the-trainer sessions, to improve educational content and expand service delivery in new communities across Wisconsin. This brought the program to its current phase, Phase 2, where WHL insured more targeted delivery by developing new relationships between local libraries and targeted vulnerable populations such as LGBT communities, refugees, immigrants, and indigenous nations. WHL used a proven workshop model which relied on partnerships with local organizations to reach these populations through educational programs offered in trusted settings.

The project was crafted working with a team of professionals from the different areas of expertise. Main roles for staff included:

Caitlyn Mowatt, Project Manager – created and designed project materials, communicated with partners, scheduled and implemented workshops and trainings, presented at conferences and webinar, collected data and analyzed surveys/reports, maintained budget

Stan Hudson, Project Coordinator – oversight of project, supervise Project Manager

Michele Erikson, Executive Director –project guidance and oversight of financials

Debbie Kutchin, Director of Finance and Administration – management of financials

Kristen Maples, MLIS, Wisconsin Health Literacy Volunteer – facilitated workshops

Derek Johnson, Associate Director at the Network of the National Library of Medicine (NNLM)

After completing revisions to program materials from Phase 1 observations and evaluations, final workshop coordination took place between the project manager and the hosting site-coordinator.



The workshops were interactive, following an online guide created by WHL  
<https://wihealthliteracy.wixsite.com/healthonline>.

Three PowerPoint templates were created to support English language learner's literacy levels and used as a replacement of the online webpage mentioned above. This included beginner, intermediate, and advanced reading level templates.

WHL supplied iPads and Chromebooks for participants to use during the workshop to access the online content. Additional program materials included handouts for participants to reference at home and take notes on during the workshop, and pre and post surveys to evaluate and measure project goals and objectives.

#### Project Goals:

- Help consumers, especially from underrepresented populations and those at risk for low health literacy, identify and effectively use trustworthy sources of online health information.
- Increase use of the internet for health information as a result of increased consumer confidence.
- Enhance community librarians' ability to help consumers identify trustworthy sources of health information and to offer an ongoing program for their communities.
- Help consumers find, use and understand tools and resources available through the Network of the National Library of Medicine and National Library of Medicine.

#### Project Objectives:

1. Conduct 25 community-based workshops for adults 65+, refugees, and other low health literacy and underrepresented populations.
2. Achieve 20% increase in participants' stated confidence in future use of the internet or a mobile device to access trustworthy health information.
3. Achieve 20% increase in participants who report an increase in use of the internet to find a reliable website for obtaining health information, within 60 days after a workshop.
4. Increase by 20% the number of workshop participants are able to name 3 criteria for evaluating a web site.
5. Conduct 10 train-the-trainer sessions for librarians to assist them in helping community residents find reliable health information.
6. Increase by 20% the number of librarians who can identify and recommend 3 trustworthy sources of health information to community residents.



7. Receive commitment from at least 2 libraries in each of Wisconsin Literacy's four service regions to commit to offering additional "Health Online: Finding Information You Can Trust" programs for their communities using materials provided to them.

These goals and objectives were the leading force behind project implementation. The project was on task to complete the 25 community-based workshops and 10 train-the-trainer sessions listed above, until the project was significantly impacted by the COVID-19 pandemic. Due to businesses closing, limited programming and community events, the project was extended a year to complete deliverables. 16 of the workshops and trainings originally scheduled were unable to reschedule due to limited staff, scheduling conflict, or lack of virtual participation.

After rescheduling, a total of 30 community-based workshops and 5 train-the-trainer sessions were presented. Workshops transitioned to be primarily hosted virtually, with 21 out of the 35 presentations hosted virtually. Virtual workshops and trainings were presented using WHL's Zoom account, unless the hosting site preferred to use their own virtual platform.

For presentations hosted in-person, iPads and Chromebooks were used to address technology accessibility concerns. It was important to find a location that could provide Wi-Fi in order to use the devices. If Wi-Fi was unavailable, we found alternative ways, such as using hot spots or using a PowerPoint presentation with screen shots of online resources.

The workshops and training sessions were free for all participants. WHL was responsible for providing all workshop materials, including English and Spanish materials, or other translated materials if requested in advance. Throughout the phase of the project, the materials were translated in 7 different languages, including: Arabic, Burmese, Chinese, Hmong, Somali, Spanish, and Swahili.

WHL was also responsible for providing a workshop facilitator. The workshop was presented in English. If another language was needed, the partnering organization provided an interpreter. Throughout the phase of the project, interpreters were used to translate the presentation in Chinese, Hmong, Karen, Rohyinga, Somali, and Spanish.

Stipends were offered for all partnering organizations to help with room rentals, marketing efforts, and site-coordinator time/wages. Partnering organizations were responsible for designating a staff person from their organization to serve as the site-coordinator, recruit a minimum of 10 participants, to find an interpreter if needed for the workshop, and host the workshop at their organization or find another location to host, unless the workshop was being hosted virtually.

The breakdown of the presentations included:

1) Facilitated 30, ninety-minute community-based workshops open to anyone 18 years or older. Project partners who hosted a community-based workshop included:

Adult Learning Center – Milwaukee (2 workshops)  
Aging and Disability Resource Center of Southwest Wisconsin  
Appleton Public Library and NEW Hmong Professionals (2 workshops)  
Buffalo Pepin Literacy Alliance  
Community Corner Clubhouse – McLit Marathon County Literacy  
Fond du Lac Public Library  
Fox Valley Literacy Council  
Green Bay Literacy (2 workshops)  
Hmong American Center – McLit Marathon County Literacy  
Irvin L. Young Memorial Library  
Jackson County Health and Human Services- Black River Falls  
Kenosha Literacy Council  
Kenosha Public Library  
Literacy Services of Wisconsin (2 workshops)  
Madison College – South – English Language Learning Class (5 workshops)  
Madison College – Truax – English Language Learning Class  
Marathon County Salvation Army – McLit Marathon County Literacy  
Marinette/Oconto County Literacy Council  
Milwaukee Library – Central  
Next Door Milwaukee  
University of Wisconsin – Madison Workplace English Class  
Wauwatosa Public Library

Discussion topics during the community-based workshop included:

- Initial search – discovering sources of reliable information
- Scanning information on a webpage – scanning online information in order to find quick facts and relevant information
- Evaluating sources – how to spot unreliable sources, determine the purpose of a webpage, and evaluate a site based on accuracy, authority, bias, currency, and coverage
- Finding sites in other languages
- Navigating mobile versus computer – learning the differences in layouts
- Internet Access – addressing access for patients, caregivers, students, and location-based challenges
- Other digital health tools – health portals, wearables, and apps

The project manager conducted pre and post surveys during community-based workshops. The partnering organization was responsible for helping collect the post surveys.

2). Facilitated 5, train-the-trainer sessions for library professionals (sessions lasted up to two-and-a-half hours). These included:

Bridges Library System – Oconomowoc Library  
Brown County Central Library  
IFLS hosted statewide Wisconsin library system training  
SE Wisconsin Regional Adult Literacy Symposium  
Florida Literacy Conference

Discussion topics during the train-the-trainer session included:

- Digital literacy and health literacy – what is it?
- Community-based health online workshop content
  - Initial search – discovering sources of reliable information
  - Scanning information on webpage – scanning online information in order to find quick facts and relevant information
  - Evaluating sources – how to spot unreliable sources, determine the purpose of a webpage, and evaluating a site based on accuracy, authority, bias, currency, and coverage
  - Finding sites in other languages
  - Navigating mobile vs. computer – learning the differences in layouts
  - Internet Access – addressing access for patients, caregivers, students, and location-based challenges
  - Other digital health tools – health portals, wearables, and apps
- Community member feedback – review community-based Health Online workshop pre and post-survey data to inform understanding of community member’s knowledge of finding health information online
- Communication techniques – educating others how to use the internet to find health information
- Implementing health online workshops in your community
- Network of the National Library of Medicine resources

A post training evaluation was completed by librarians at the train-the-trainer sessions.

Based on the registrations and data collected, there was a total of 410 participants (301 who attended community-based workshop and 109 librarians and other professionals who attended train-the-trainer session).



In addition to the contract deliverables, the project gained attention in other presentations and publications. On February 17, 2020 approximately 283 professionals attended a 90-minute webinar hosted by NNLM *All of Us* Community Engagement Center (CEC) to promote digital health literacy training in libraries, based on the train-the-trainer session. The session was recorded and saved on the NNLM class website: <https://nnlm.gov/class/importance-digital-literacy-and-its-impact-understanding-health-information/21573>.

WHL worked with WORT 89.9 FM to host a 1-hour interview during the Access Hour broadcast. WHL interviewed with one of the library partners [Deer Park Library](#) about how the workshop impacted their community; spoke with family medicine physician, Dr. Bethany Howlett about online information related to COVID and resources that could help community members, and promoted opportunities to coordinate programming in Wisconsin communities. A link to the posting of the program is on the WORT website: <https://www.wortfm.org/once-you-get-the-covid-19-information-how-do-you-check-for-credibility/>.

WHL also published an article in the spring of 2020 Wisconsin Library Association newsletter to promote the continuation of the program and encourage libraries to host workshops or training. The article can be found at [https://www.wisconsinlibraries.org/assets/newsletter/newsletter\\_spring2020.pdf](https://www.wisconsinlibraries.org/assets/newsletter/newsletter_spring2020.pdf)

The total counted project reach was 693 people.

Overall, the project has been successful in reaching a diverse population in Wisconsin, bringing awareness to the importance of looking for credible health information online and how to access and navigate these online resources. 76 participants identified being 55 years or older, 20 identified having low literacy, and 97 identified being an English Language Learner. The project reached 17 different ethnicities in 16 Wisconsin counties, and also expanded other counties in the state through the statewide library system virtual training, and nationally through the Florida Literacy Conference training session.

The project met the following objectives - increasing confidence in finding reliable health information online, identifying ways to check for credibility, enhancing knowledge about resources provided by the Network of the National Library of Medicine, and exceeding sustainability expectations. The most noted accomplishment was seeing a high demand for the project to be implemented in more libraries throughout the United States. Through the National Institute of Health's (NIH) *All of Us* program, WHL contracted NNLM *All of Us* Community Engagement Network (CEN) to implement the project on a national level. The *All of Us* program added the health online curriculum to the CEN website, created



educational videos and program guides based on the health online curriculum, hosted a 4-day virtual program series about digital health literacy, and added an online learning module for *All of Us* partners, NNLM members, and other library professionals throughout the United States to be educated and trained on facilitating the *Health Online: Finding Information You Can Trust* workshop.

## PROBLEMS OR BARRIERS ENCOUNTERED

The project presented limitations in the following areas: scheduling, recruitment, technology usage, and response rate to workshop surveys.

Scheduling conflicts came about as we experienced the COVID-19 pandemic. Due to the number of cancellations, WHL requested a no-cost extension, allowing for more time to reschedule the cancelled programs. The original objective was to facilitate 25 community-based workshops and 10 train-the-trainer sessions. With majority of the workshops taking place virtually, Wisconsin library systems consolidated many of the individual training sessions to host one statewide training that was recorded for future learning. Although, the reach was still as successful with having over 60 librarians registered for the statewide event. From the consolidation of trainings, it resulted in more community-workshops being presented and less total trainings.

Partnering organizations assigned a site-coordinator to be responsible for planning, marketing, recruitment, and setup efforts. All site-coordinators were engaged and took different strategies to best plan for the program in their community. With the different strategies came different recruitment and registration methods. The WHL project manager encouraged partnering organizations to require a registration for the event, but did not make it mandatory. There were some libraries who did not require registration for community events. This made it difficult to plan ahead of time and gauge the expected audience for the workshop. Some site-coordinators would estimate participant counts based off past program experiences and have the same number show, others had no participants show up. The no-shows were only for those events hosted virtually and as an alternative the workshops were recorded for the host partner to present to community members at a later time and share on their social media platforms.

The technology used during in-person workshops was a great asset to the program and provided a hands-on experience for participants. With the use of technology comes limitations in learner's ability to use the technology provided. Some participants never used a computer or iPad before the workshop. The program gave a brief overview on how to use the technology and common web terms, but some learners said they could have used a whole course on how to use the technology. WHL facilitators did their best to present the materials for all learning levels and assist with technical questions.

Additional technology limitations were related to accessibility. Once the workshops were hosted virtually, this limited the workshop to only those participants who had access to technology and internet. The pandemic closed many libraries and community places that those with limited access would rely on. In some cases, libraries and schools would offer free hot spots for community members to use during the pandemic. This information was included in the workshops and many people were interested to learn that libraries offered hot spots.

Another limitation was the lack of participation in completing the 60-day post workshop survey. The survey was voluntary and due to majority of the workshops being a public event, there was no structure in successfully reaching all participants after the workshop and/or having them complete the survey if reached. This resulted in no 60-day post survey collections. Additionally, when workshops started going virtual from the pandemic it was hard to get pre- and post-survey responses. Participants were given surveys through the chat feature in Zoom and some host partners followed up with survey links, but still the response rate was not high. The post-surveys were more difficult to collect than pre-surveys, with 50 less post-surveys collected.

## EVALUATION

Project evaluation was conducted on an ongoing basis. Based on Phase 1 feedback, WHL revised the website to be more mobile friendly. The program website was well liked and only minor changes to the content were suggested. Facilitators reported excitement from participants when they received the handouts and resources to help for future online use.

The presentation style was evaluated verbally with host partners after the workshops pivoted from being hosted in-person to virtually. Host partners were happy with the Zoom platform provided and commented the process went smoothly, from getting appropriate marketing materials, having Zoom links, to not having many technical issues.

The program used qualitative evaluation techniques, such as:

- Pre & post surveys conducted during each community-based workshop, including questions to evaluate the objectives and incorporating use of NNLM's Training Session Evaluation Form.
- Use of NNLM's Training Session Evaluation Form with participants at the train-the-trainer sessions.
- Questionnaire collecting anecdotal comments from site coordinators and workshop facilitators after each workshop.



- Completion of NNLM's Technology Evaluation Report to evaluate the use of Chromebooks for these workshops.

There were 191 pre surveys and 141 post surveys collected from community-based workshop participants. These surveys were voluntary, so not all participants completed the surveys. Reviewing the data, analysis showed majority of the objectives were met. There were a few limitations, as noted below.

**Objective 1) Conduct 25 workshops for adults 65+ and other low health literacy and underrepresented populations.**

Measures: count of workshops

Analysis: A total of 35 workshops were accounted for, this included, 28 workshops hosted with participants and 2 workshops pre-recorded for future participant viewing. A list of the 30 workshops is noted above.

**Objective 2) Achieve 20% increase in participants' stated confidence in future use of the internet or a mobile source to access trustworthy health information.**

Measures: Analysis of workshop participant responses on pre and post surveys.

Analysis: Participants reported a 24.6% increase in feeling very confident in finding good health information online.

**Objective 3) Achieve 20% increase in participants who report an increase in use of the internet to find a reliable website for obtaining health information, within 60 days after a workshop.**

Measure: Due to the COVID-19 pandemic, 60-day post surveys were not able to be completed. WHL worked with workshop hosts and were not successful in getting responses. After feedback from hosting site coordinators it was decided to forgo the 60-day post survey.

**Objective 4) Increase by 20% the number of workshop participants able to name 3 criteria for evaluating a web site.**

Measure: Analysis of workshop participant responses on pre and post surveys.

Analysis: Participants increased their ability to identify criteria for evaluating a website by 25.2%.

**Objective 5) Conduct 10 train-the-trainer sessions for librarians to assist them in helping community residents find reliable health information.**

Measures: Completion of workshops and evaluation completed by participants.

Analysis: A total of 5 train-the-trainer sessions were facilitated due to library systems consolidating virtual training to 1 recorded session. WHL feels the reach of the 5 workshops was equivalent to the reach of 10 in-person workshops. With a minimum of 10 participants per session it created a goal of 100

professionals trained throughout the project. From the combination of 1 in-person and 4 virtual training there were a total of 109 professionals trained.

**Objective 6) Increase by 20% the number of librarians who can identify and recommend 3 trustworthy sources of health information to community residents.**

Measure: Analysis of evaluation conducted after librarian workshops.

Analysis: There was a limitation in data collection for this objective. There was no baseline data recorded, only verbal responses from librarians before the training began, asking if they could name three credible websites. The post evaluation showed 100% of librarians participating in the train-the-trainer sessions could correctly identify and recommend 3 trustworthy sources of health information to community residents. Many librarians stated they were going to bookmark MedLinePlus.gov on their library computers for patrons to access.

**Objective 7) Receive commitment from at least 2 libraries in each region to commit to offering additional “Health Online: Finding Information You Can Trust” programs for their communities using materials provided to them.**

Measure: Query all participating librarians at the end of the workshop and count commitments

Analysis: At least 2 libraries from the IFLS statewide training sessions scheduled a follow-up workshop:

April 28, 2021 – Appleton Public Library

April 28, 2021 – Kenosha Public Library

Additional commitment to host workshops and comments included:

November 16, 2019 – Oconomowoc Library

Librarian commented, “Great information and technique reminders/tips. I plan to teach this to others”.

February 23, 2021 – Brown County Library

“The entire event went very smoothly. Caitlyn was a great instructor who was responsive to questions and comments. Everyone who attended the event learned something new and came away with new strategies for helping the public navigate health care questions.”

Additional questions were asked to support the project curriculum and understanding the effectiveness of the content in achieving project goals. From the 141 post-surveys collected from 301 participants it was reported:

- 86.5% of community-based workshop participants said they found the workshop to be very helpful.
- 91.5% of community-based workshop participants said the workshop introduced them to at least one health information resource or tool they had never used before.

- 93.6 % of community-based workshop participants said the workshop introduced them to at least one new skill in the training session that they plan to use in the future.
- 93.6% of community-based workshop participants plan to tell others about at least one resource or tool they learned about in the workshop.

100% of librarians reported the training introduced them to at least one health information resource or tool they never used before and plan to use a new skill they learned in their future.

On a ranking scale from strongly agreed to strongly disagreed and not applicable...

- 100% of librarians strongly agreed (74.1%) or somewhat agreed (25.9%) to the training improving their ability to find useful online health information.
- 100% of librarians strongly agreed (81.5%) or somewhat agreed (18.5%) to start using at least one resource or tool they learned in the training.
- 100% of librarians strongly agreed (81.5%) or somewhat agreed (18.5%) to tell others about at least one resource or tool they learned in the training.

A question was asked to identify a website as a good starting point to find reliable health information. Analysis: Participants reported a 48.1% increase in correctly identifying MedLinePlus.gov as a reliable website.

Considering these findings with the diverse population reach, the project was able to report completion of all project goals.

- Help consumers, especially from underrepresented populations and those at risk for low health literacy, identify and effectively use trustworthy sources of on-line health information.
- Increase use of the internet for health information as a result of increased consumer confidence.
- Assist community librarians in their ability to help consumers identify trustworthy sources of health information and to offer an ongoing program for their communities.
- Help consumers find, use, and understand tools and resources available through the Network of the National Library of Medicine and National Library of Medicine.



## CONTINUATION PLANS

The project's original sustainability plan focused around the train-the-trainer sessions. WHL facilitated 5 training sessions with an objective to receive commitment from at least 2 participating libraries. WHL was successful in scheduling follow-up workshops and received multiple comments and commitments from library professionals, tutors, and other educators that they will use the resources and training tools to further disseminate the information in their communities.

Another way the project is being sustained is working with the NIH *All of Us* program to provide program materials and expertise from work done on this health online project. WHL contracted with the University of Iowa, NNLM *All of Us* Community Engagement Center (CEC) to provide input on content and promotion of the digital health literacy webpage. The *Health Online: Finding Information You Can Trust* curriculum, including all training components, are housed on the NNLM *All of Us* digital health literacy resource webpage <https://nnlm.gov/all-of-us/resources/digitalhealthliteracy>.

WHL created an online learning module based off of the project curriculum, using an asynchronous Moodle course. The course teaches librarians how to teach digital health literacy specifically to populations that are underrepresented in biomedical research. The course will be distributed through the NNLM online training center for *All of Us* community partners and NNLM members. Additionally, there was a program plan outlined in the *All of Us* Program Guides for *All of Us* community partners and NNLM members to use as a resource.

WHL also worked with NNLM CEC to produce 7 educational videos, based from the health online community-based workshop. The videos will be published on the NNLM Community Engagement Network website and NNLM *All of Us* digital health literacy resources webpage <https://nnlm.gov/all-of-us/resources/digitalhealthliteracy>.

There are 2 versions of each video in the series: a full version, approximately 6 – 8 minutes long, to share on websites and incorporate into classroom settings, and a 2-minute version to post on social media to give a brief overview and encourage viewers to learn more. All videos are in English and Spanish, with open captioning and ASL translations.

The project also took interest from teachers in Wisconsin to reach a younger population. The curriculum was revised to create a lesson plan for high school teachers, especially health science educators, to access through the Wisconsin Department of Public Instruction WISELearn Resource Library and add to student learning. The lesson plan can be found at <https://wlresources.dpi.wi.gov/courseware/lesson/2350>.



WHL will be presenting workshop findings from Phase 1 and Phase 2 during the [2021 Institute for Healthcare Advance – Health Literacy Conference](#) hosted virtually on May 27, 2021. The conference reaches attendees from a variety of health professions including clinical, public health, education, research, and health literacy advocacy.

## LESSONS LEARNED

The biggest lesson learned was staff's ability to pivot from hosting in-person workshops to hosting them virtually, all while successfully doing this during a pandemic. The project went through delays as the world adjusted to a new normal of working virtually. Having no travel time during government stay at home orders and limited public gatherings caused a heavy flow of presentations near the end of the grant extension. WHL successfully facilitated over half of the workshops, 19 out of 35, in a three-month timeframe. This demonstrated a positive shift of doing presentations virtually, along with the ability to record for future learning.

The project need was proven from participant feedback, survey analysis, and seeing a continuum plan for delivering program materials on a national level. It was observed from facilitators the importance of having participants feel comfortable taking the workshop, in order to take away new skills to find reliable health information online. Facilitator, Kristen, reported, "once participants learned many other people struggle with the same concerns navigating online resources, they (participants) felt better and more confident in taking the workshop. The participants felt a sense of comfort knowing other people have the similar questions."

There were a couple of observations and considerations for the way program content was presented. When discussing common web terms, facilitators added "tabs" to review with participants. Opening new tabs on a web browser was a challenge for some participants. Facilitators added script to go over this in the community-based workshops and informed library staff being trained about this observation.

The other concern brought up during the community-based workshops, was participants, particularly from older adults, had confusion about the privacy of browsers. After learning about browsers ability to be in a private setting some participants shared a sense of mistrust in doing searches online and feeling like they were being tracked all the time. Facilitators used caution when covering this topic to lessen the fear of doing searches online and not discourage participants from using online resources.



Another lesson learned was the timing of the workshop in a virtual setting. From Phase 1 feedback, the project was designed to host a 90-minute to 2-hour workshop. It was difficult to host a virtual workshop for this amount of time. The first few virtual workshops were marketed for a 90-minute workshop and participation was not high or needed to be rescheduled to get participation. Once we decreased the amount of time to 60-minute workshops the participation rate increased. This time adjustment made for some workshops to be hosted over two sessions to cover all of the program material.

Similar to Phase 1, participants would like to see more information on using social media to access health information. The project did not cover social media. It was briefly mentioned to address how the program doesn't go into detail about social media. WHL felt this topic could be its own session. Participants would also like to learn more about using health portals to help manage their health care. This topic was briefly mentioned like social media, but not covered in great detail. Again, due to the tailored nature of online portals this would need to be a separate session with more one-on-one coaching.

## IMPACT

The project was successful in delivering helpful materials and learning exercises for workshop and training participants throughout Wisconsin. It had an even larger impact on the messages and information participants learned, as they shared the project resources with other people. With 93.6% of community-based workshop participants and 100% of librarians planning to tell others about at least one resource or tool they learned about in the workshop, the impact is going to spread beyond the 693 people who initially heard about this project.

Comments shared by participants included:

"Thank you so much for taking the time to drive the distance and then do such a particularly good presentation to our evening English class group. The class members were very much appreciative of the time and effort put into this workshop. It really kept them interested especially at the end of a long workday."

-Marinette & Oconto Counties Literacy Council, Community Workshop

"I so appreciate that this will be available after the fact for librarians to revisit or listen to at their convenience. I think a few of them are seriously considering providing their own workshops, so that is exciting!"

-IFLS, Train-the-Trainer Session



“The students really were engaged but quiet during the workshop – and I was unsure what they took away from it - WOW - I was worried for nothing. The next week they worked on and then presented their chronic disease presentations – and each student had chosen a disease that was highly relevant to their personal life, they were vulnerable about sharing why and then they all cited the appropriate websites they used to get reputable information about the disease to share with the group. They were small but mighty!”

-Madison College English Language Learning Class

“This class utilized breakout rooms to practice searching and analyzing skills and the students stated that was a highlight of the practice and presentation.”

-Madison College English Language Learning Class

“The students enjoyed the presentation and found the information very relevant. They found the information about bias helpful. They were excited to learn to about the "About" section and the meaning of ".com, .org, .edu". They were excited to use the new info for research on their next essay, as well as health related searches. Very positive feedback.”

-Literacy Services of Wisconsin

“This was a very educational presentation that pointed towards a lot of helpful resources, several that I was unaware of beforehand. It certainly got me thinking about the different issues individuals may have finding and accessing reliable health information and provided great strategies both for assisting patrons day to day and for facilitating trainings on the subject.”

-Librarian

“Very helpful - every public library system in Wisconsin should take this training. Thank you!”

-Librarian

This project maintained a focus on supporting the NNLM mission to “improve the public’s access to information to enable them to make informed decisions about their health” by helping consumers find and use reliable information. This was a shared vision for all the partnering organizations and WHL. This was achieved by helping participants identify, access, and act on digital health information through workshop content and overcoming barriers.

The project priorities were aligned with the following NNLM-GMR AIMS



- AIM 2 to enhance knowledge and understanding of the network's programs and services,
- AIM 3 to expand and manage the GMR network to enhance services to...librarians....,
- Aim 5 to increase the number of network members actively and effectively participating in NLM programs and services, and most significantly, and
- AIM 10 to improve consumer understanding of quality information resources available on the Internet....

WHL plans to share project details and findings with colleagues through a quarterly newsletter, posted on the WHL website: <https://wisconsinliteracy.org/health-literacy/index.html>, and sharing at conferences when applicable.