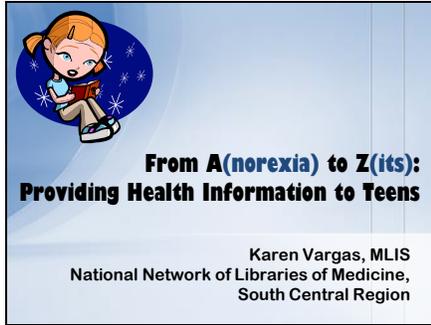


Slide 1



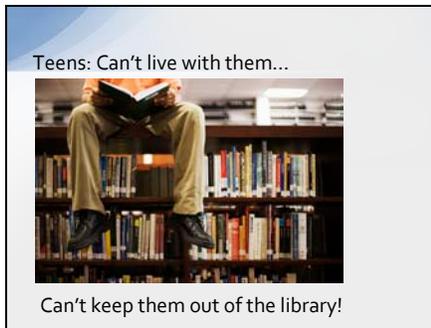
Welcome to the class *From Anorexia to Zits: Health Information Teens will Use*. Before we start I'd like to go around the room and introduce ourselves. Please tell me your name, what library you are from, and what, if any, your experience is working with teenagers.

Slide 2

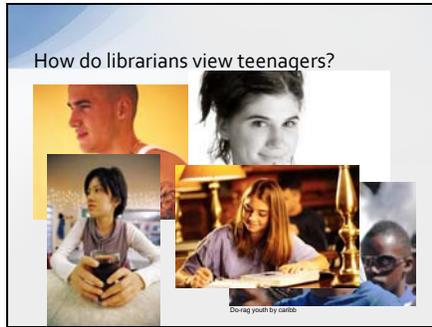


This class is created for public librarians. Here's a question to start you out... how do you think you would let teens know that the public librarian is a person they can ask health information questions to?

Slide 3



## Slide 4



Today we're going to talk about health information for teenagers. So first of all, I thought it would be a good idea to go over some stereotypes librarians might have about teenagers coming to the library.

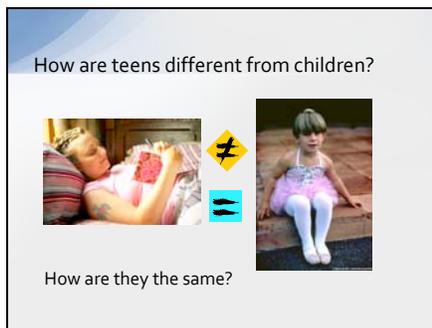
Exercise: Stereotype discussion

- Discussion might include stuff like: noisy, don't follow rules, don't have time to wait for answer, rude, lazy, work too hard, learn by magic, hunt in packs...

Keep in mind that there are lots of different kinds of teenagers, just like there are lots of different kinds of adults. And you really can't judge a book by its cover...

Great! We're going to come back to this in a little bit.

## Slide 5



They make decisions, have more autonomy, more responsibility, often act as caregivers or translators, or may even be primary family contact with physician. They decide whether or not to wear seatbelts, whether to drive drunk, how to eat when they're at school, how to react to depression, how to respond emotionally to difficult situations (be depressed, cut themselves, bulimia, take drugs), how to respond to bullying, etc.

At the same time, if they are under 18 (minors), there are all kinds of laws about them which identify them as children. Adults are required by law in all states to contact police or CPS if they



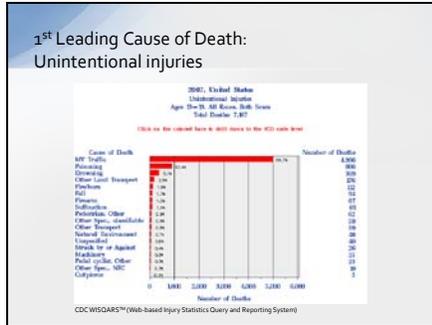
Slide 7

Some statistics about teens



Let's talk about some statistics about teenagers, their health issues, and the decisions that they have to make (with or without adequate information)

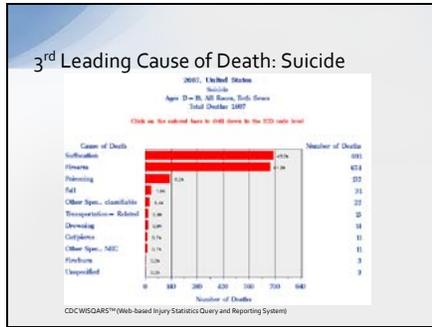
Slide 8



Slide 9



Slide 10



FYI: Suffocation usually means hanging in this context.

Slide 11

### Risky Business



Let's take a look at the Youth Risk Behavior Surveillance System from the Centers for Disease Control and Prevention

Ask participants to pull out the 2009 Youth Risk Behavior Surveillance System from their packets. Go over whatever looks interesting to you, for example:

Among the 34.2% of currently sexually active students (9<sup>th</sup> – 12<sup>th</sup> grade), 61.1% reported that either they or their partner had used a condom during last sexual intercourse.

9.7% of students had rarely or never worn a seat belt when riding in a car driven by someone else

28.3% of students rode in a car driven by someone who had been drinking during the 30 days prior to the survey.

24.2% of students had had 5 or more drinks of alcohol in a row (i.e. within a couple of hours) on at least 1 day during the 30 days before the survey.

10.6% of students went without eating for 24 or more hours to lose weight or to keep from gaining weight during the 30 days before survey

19.9% of students had been bullied on school property during the 12 mo before the survey...this might be interesting to note in light of all the bullying stuff in the news

Note: these are not across the board – every region’s teens have their own risky behaviors, and don’t do others. These might not be true in your neighborhood. For example, a member of our staff who has lived in both places says that meth is a bigger problem in Kingwood, TX than it was in Odessa, where alcohol was a bigger problem.

People might think these are behaviors that only *other* people’s children do, so here is a story from a neurologist on Consumer Reports Health.org (read story called “Warn your teens: Don’t take this back to school “ from August 16, 2010)

## Slide 12



10 Troublesome Teen Health Trends

1. Biting and sucking blood
2. Decorative contact lenses
3. ADHD prescription drug abuse
4. Tobacco escalation products
5. Tanorexia
6. Tattoos
7. Piercings
8. Tech use at night
9. Texting while driving
10. Noise exposure

Consumer Reports Health.org  
Aug 2010

For Discussion, use this article:  
<http://www.consumerreports.org/health/healthy-living/health-safety/10-troublesome-trends-to-talk-to-your-teen-about/overview/index.htm>

## Slide 13



### **Substance Abuse Stats**

SAMHSA's National Survey on Drug Use and Health estimated that about 510,000 youth aged 12 to 17 (2%) used stimulants (including methamphetamines) nonmedically in the past year in 2006. Nonmedical use is defined as the use of prescription-type psychotherapeutic drugs that were not prescribed for the respondent by a physician or were used only for the experience or feeling they caused. Over 71% of youth who used stimulants nonmedically in the past year compared with 34% of youth who did not use stimulants nonmedically also engaged in at least one of the six types of delinquent behaviors in the past year that were included in SAMHSA's National Survey of Drug Use. These delinquent behaviors were: (1) got into a serious fight, (2) took part in a group fight against another group, (3) sold drugs, (4) stole anything valued more than \$50, (5) attacked someone, and (6) carried a handgun.

In 2005 and 2006, youths aged 12 to 17 who used stimulants nonmedically in the past year were more likely to have used other illicit drugs in the past year compared with youths who did not use stimulants nonmedically in the past year (Figure 1). For example, 70.2 percent of youths who used stimulants nonmedically in the past year also used marijuana compared with 12.1 percent of youths who did not use stimulants nonmedically in the past year.

### **Suicide Stats**

Over 7%, an estimated 1.8 million youths, had lifetime major depressive episode and thought about killing

themselves at the time of their worst or most recent episode.

An estimated 712,000 youths had tried to kill themselves during their worst or most recent major depressive episode; this represents 2.9% of those aged 12 to 17

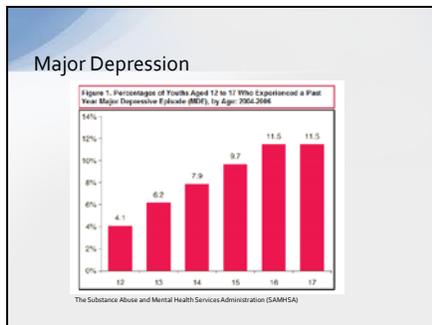
Only 36 percent of youths at risk for suicide during the past year received mental health treatment or counseling (Source: SAMHSA NHSDA Report: Substance Use and the Risk of Suicide Among Youths, 2000)

### **ADHD**

9.7% of teens (12-17) reported they have received a diagnosis of ADHD

4.6% of teens (12-17) are taking medication for ADHD

Slide 14



### **Depression rates – (note: MDE stands for Major Depressive Episode)**

From SAMSHA: Combined data from 2004 to 2006 indicate that an annual average of 8.5 percent of youths aged 12 to 17 (an estimated 2.1 million persons) experienced at least one MDE in the past year. Female adolescents were more than twice as likely to have experienced MDE in the past year as male adolescents (12.7 vs. 4.6 percent). Rates of past year MDE generally increased with increasing age until ages 16 and 17

Slide 15



Let's start with a show of hands – who do you think has the most credibility with teens?

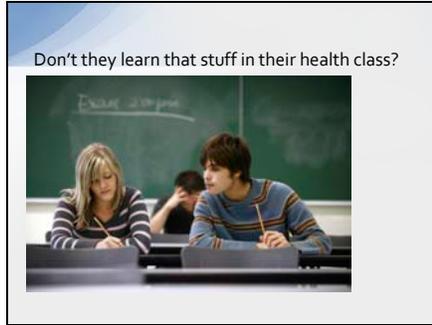
According to an article in Society for Adolescent Medicine, the MOTHER is the primary resource for health care information. This decreases as the student ages. Second to mother, is doctors, nurses, and school nurses.

The article also stated that the majority of general health information came from 1) health classes; 2) the media; 3) parents; and 4) friends. This article also shows that as children grow older, they are more likely to ask their friends first about health care issues.

Students in the study said that health providers should discuss drugs, smoking, STDs, alcohol use, and eating behaviors with adolescents, but that mostly they don't. Also, the teens wanted to ask health professionals about them, but didn't because it was too embarrassing.

(Source: "Health Care Information Sources for Adolescents: Age and Gender Differences on Use, Concerns, and Needs." Journal of Adolescent Health, 2001)

Slide 16



Does anyone other than me remember that their gym teacher taught health? This is still the case in a lot of schools. But worse: Health classes are no longer required in many states. In some cases the state has determined that certain subjects must be covered, like STDs and mental health, but they don't require them to be taught in a health class. [This is a good place to customize for local information: The CDC has a School Health policies and programs Study (<http://www.cdc.gov/HealthyYouth/shpps/>). They show what states require certain health topics to be taught in Middle and High School. ]

Slide 17

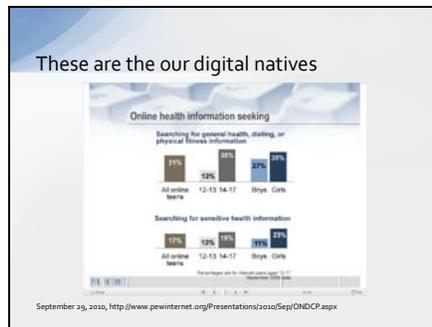


School nurses and counselors are great if kids trust them, but in some places they are limited about what they can do or say. Some school nurses are seen as the people who hold the medications for students. In some schools the counselor is just the person who advises you on what classes you will take or works with the teachers to deal with students who need to have accommodations made for a mental health issue.

Other than that the rules of what school nurses can say depends on the school district. In some schools, nurses are not even allowed to suggest that a student see a doctor. Some nurses and counselors are not allowed to give information about safe sex. Also, since they are associated with the school, some students assume anything they say to a nurse or counselor may get to their parents. They may not be considered trusted resources, even if

acknowledged as credible.

## Slide 18

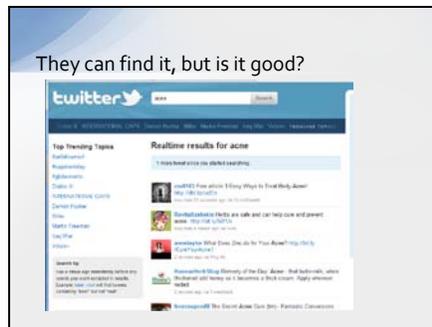


Teens getting stuff from Internet:

- About a third (31%) of online teens ages 12 to 17 use the internet to look for health, dieting or physical fitness information
- Older teens are more likely than younger teens to look online for health information (38% of teens ages 14-17 vs. 13% of teens ages 12-13)
- Teens also use the internet to look for information on health topics that are hard to talk about, like drug use, sexual health or depression. A bit more than one in six (17%) internet-using teens look online for information about sensitive health topics
- Girls are more likely than boys to look online for sensitive health information (23% vs. 11%).
- Younger boys are the least likely group to look for information on a health topic that is hard to talk about—just 4% of online boys ages 12-13 have done so, compared with 13% of older boys ages 14-17.
- Teens from the lowest- income families – those earning less than \$30,000 annually – are the most likely to seek health information online. Just about a quarter (23%) of online low-

income teens look for health information compared with 11% of teens from households earning more than \$75,000 a year. (Source: "Social Media and Mobile Internet Use Among Teens and Young Adults," Pew Internet & American Life Project )

## Slide 19



The Internet includes Twitter, Facebook, MySpace, chat rooms – all kinds of places to get health information. Twitter now outpaces Google as a search engine. Here is an example of the results of a search on acne.

While teens have high computer literacy skills, they often are not so strong in other kinds of literacy, like reading, computational, or information literacy. These affect a teenager's ability to find and evaluate health information.

- 1/3 of 8<sup>th</sup> graders do not read at a proficient level (so even if a source is credible, will they understand it?)
- 80% of teens start at search engines
- Most rarely go past the first page of results
- They do not look carefully at the page they select – if they can't find the answer immediately they go back to the search results
- Use only one word (eg. HIV) or too many words in their search
- Rarely check sponsor, author, date, authority and objectivity of the



commented on what she was checking out in a perky happy voice. As they were going through her books they found one on homosexuality and the circ staff's face fell and was instantly silent. The teenager said she just hadn't gone back to the library after that.

## Slide 21



“Biscuit, the unofficial library mascot, conducts a reference interview.”

This leads to the reference interview. Remember some of those negative stereotypes librarians have for teenagers? Do you think their feelings are reflected in their teaching?

## Slide 22



If we're lucky, teenagers come to us as librarians. What hurdles do they have to cross to ask a librarian a question?

Exercise: stereotype discussion  
Put yourself in their shoes: what do they think about us? Do they have any barriers about asking health information to us?

[If it didn't come up before, this is the place to bring up the fact that all adults are untrustworthy. Adults like librarians might tell their parents, police, or social workers anything—they might even be required to. Very

few people, especially teens, know that the questions they ask their librarian are confidential.]

So, is it any wonder that they don't ask us their questions up front? How do they know if we're a trustworthy adult?

Slide 23



Our office did some focus groups with people who work with teenagers and health information. We were asking them questions about what should be in a class about health information for teenagers. One of the big surprises was that everyone wanted us to have a section on talking to teenagers. At one point I asked a school librarian if it was okay if I left that section out, and she said "NO." So it's really important that we talk about the reference interview.

We learned from our focus groups that teenagers often don't ask what they mean to ask. As one of the focus group attendees said, "they might be asking about beer, but what they really want to know about is cocaine." So as librarians, we need to figure out how to get from beer to cocaine, or whatever it is they want to know.

Slide 24

What could they really mean?

I need some information on, like, alcohol... you know, like, for a homework assignment.

I think my mom might be addicted to pain killers and I don't know what to do

The diagram consists of a horizontal arrow pointing from the question to the answer. Above this arrow, there are two curved arrows forming a loop: one pointing right from the question to the answer, and one pointing left from the answer back to the question. A second horizontal arrow points from the question to the answer, positioned below the first one.

Slide 25

What could they really mean?

Where are your books on dating?

I think my friend is gay and I don't know how to ask him if he is.

The diagram consists of a horizontal arrow pointing from the question to the answer. Above this arrow, there are two curved arrows forming a loop: one pointing right from the question to the answer, and one pointing left from the answer back to the question. A second horizontal arrow points from the question to the answer, positioned below the first one.

Slide 26

What if it's not all life and death?

A photograph of a person in mid-air, performing a skateboard trick. The person is silhouetted against a bright, clear sky. Below the person, a landscape with mountains and a body of water is visible under a clear blue sky.

[use this slide if further discussion seems necessary for audience]  
So, do all teens ask life/death questions? Maybe they are asking about a book on alcohol for a homework assignment in their health class, right? We want to be helpful if it's that question too. If we theoretically *knew* it was a homework assignment, would we answer the question differently?

One more question: When you're doing a reference interview with a teenager, and you think the question has little value, like "where are the

books of cheat codes for my video game,” do you answer the question differently than if you think it’s an important question? Why would it matter?

#### Discussion

[opinion to get out of discussion: All reference questions are important inherently, of course, but with teenagers, every interaction is a test of trust. Are you worthy of real interactions with them when they need them?

Also, in my first job my boss said rule number 1 was the patron’s question is always wrong; and rule number 2 was the patron’s question was always right. In other words, answer the question as if it’s the right question, but in a way that they feel comfortable changing it into a different question if they want.

#### Slide 27



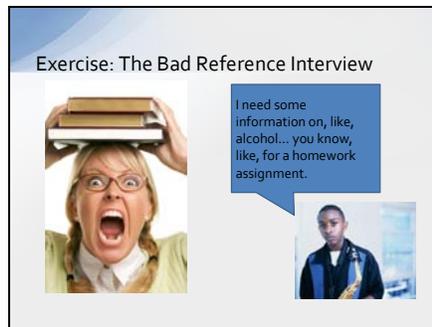
#### Open for discussion

It is of course true for all reference interviews that people don’t ask for what they really want, but with teens they have a stronger motive – they need to know what kind of answers you’re going to give before going to the real question. With adults it might be that they haven’t worked out the real question – there are a million motivations. But with teens, there is a serious trust issue that they are establishing. Also, there is a question of whether the adults will treat them respectfully, and whether they are even open to a more in-depth question from a teen. They have had many bad experiences with adults and with

librarians before they met you. I once had a teen ask me “why are all librarians mean?”

If you were a 14, how comfortable would you be asking a question at this reference desk? Now, how about this one? (click)

## Slide 28



[Do this exercise if time]

So, let's see what our reference skills are. First of all, let's play bad librarians. If someone came up to the reference desk and asked the first question, how would you ensure they never come back to the desk to ask a follow-up question?

I need some information on like alcohol... you know, like for a homework assignment.

Brainstorm

[If no answers, I have seen librarians write a dewey number down on a piece of paper and hand it to the patron. Or better yet, turn and point to the shelf. Or say in a sarcastic tone “right, [hand quotes] ‘homework’”]

Slide 29

Exercise: The Good Reference Interview



I need some information on, like, alcohol... you know, like, for a homework assignment.



Hipster Librarian with glasses by HalBugHDz

[Do this exercise if time]

Now, having gotten that out of our system, how would we respond in a way that is most likely to get to their real reference question?

Brainstorm

[let them know if they have further questions they can ask you. Walk back to the section with them. Don't pressure them or give them too much information. Give them the answer, but let them have an open door for more question. You could even find them later and say impersonally "did you get everything you need?" or when you show them the books you could say "if this doesn't help you with your homework assignment, let me know and we'll find something else."]

Slide 30

You could be The One!



What are some additional communication tools you could use?

[This slide and the following slides on Empathetic Listening might replace the Reference Slides if the audience is not made up of librarians]

As someone in my office who has teens recently said, "my kids each know someone who committed suicide when they were in high school. Those kids just needed one adult they could talk to." What if it's you?

How can you increase the odds that you are the adult the teens think might be worthy of communicating with?

## Slide 31

Key elements in empathic listening:

- Be non-judgmental
- Give undivided attention
- Listen carefully to what the person is really saying
- Allow silence for reflection
- Use restatement to clarify messages

From Texas Department of Family and Protective Services PRIDE (Parent Resource for Information, Development, Education) Training

## Slide 32

Empathetic Listening

- Is an active process
- Is a powerful tool for building relationships
- Communicates the message that they are people of value & worth
- Strengthens trust and rapport

From Texas Department of Family and Protective Services PRIDE (Parent Resource for Information, Development, Education) Training

## Slide 33

NN/LM SCR Health Information for the Public - Teens

<http://nnlm.gov/scr/outreach/publichealth.html#teens>

**For Teens**

- [MedlinePlus Teen Health](#) - Lots of great information for Teens
- [TeenHealth](#) - Health, jobs, recipes and more!
- [Go Ask Alice!](#) - Columbia University's Health Question and Answer Service
- [Teen Talk](#) - Sexuality and Relationship information from Planned Parenthood
- [GirlsHealth](#) - Great government website for girls!
- [We Are Talking](#) - Teen Health info from Palo Alto Medical Foundation
- [SAVE: Suicide Awareness, Voices of Education](#) - If you're even thinking about it, go [here](#)

This web page is available from the NN/LM SCR website. It links to some great websites for adults, teens, and kids.

Slide 34

**MedlinePlus Teen Topics**

- Alcohol and Youth
- Menstruation
- Smoking and Youth
- Teen Health
- Teen Mental Health
- Teen Pregnancy
- Teen Sexual Health
- Teen Violence
- Teen Development
- Gay, Lesbian and Transgender Health
- Birth Control or Contraception

<http://medlineplus.gov>



Slide 35

**Teen Health**  
Also called: Adolescent health

As a teenager, you go through many changes. For one thing, your body is on its way to becoming its adult size. Have you noticed that you can't fit into your old shoes or that your pants are now 2 inches too short? Along with these changes, you are probably becoming more independent and making more of your own choices. Some of the biggest choices you face are about your health.

Why? Because healthy habits, including eating nutritiously and being physically active, can help you feel great, look good and do your best in school, work or sports. They might also prevent diabetes, high blood pressure, heart disease, osteoporosis, stroke and some cancers when you are older.

Now is the time to take charge of your health. Making even small changes for the better will help you look and feel your best!

Get Teen Health updates by email:   

Visit Now:

- Medical Care and Your 13- to 18-Year-Old (Nemours Foundation)
- Teenagers: How to Stay Healthy (American Academy of Family Physicians)

**MEDICAL ENCYCLOPEDIA**  
College students and their health

**Related Topics**

Subtopic:

- Teen Development
- Teen Mental Health

Slide 36

**TeensHealth**

- <http://www.teenshealth.org>
- Nemours Foundation's Center for Children's Health Media
- Some Spanish language material
- Categories include
  - Body
  - Mind
  - Sexual Health
  - Diseases and Conditions



Things to point out:

- A team of pediatricians and other medical experts reviews all KidsHealth content regularly to ensure the information is as current as possible.
- The pediatrician-led Center is unique in the nation with its exclusive focus on children's health media.

•Examples:

- Your body: body art: body piercing
- Recipes: Recipes for teens with diabetes
- Hot Topics: Smoking: More on this topic (at bottom): Smokeless tobacco

- Hot Topics: Sexual Attraction and Orientation
- Expert Answers: questions answered by MDs.
- Point out that table of contents on left always stays the same
- Also go back to home page and point out quizzes etc.
- The Pink Locker Society*, a novel that aims to educate and entertain preteen girls is a project of kidshealth.org
- They have a weekly newsletter, and you can limit to just teens (so you don't get stuff for parents if you don't want it).

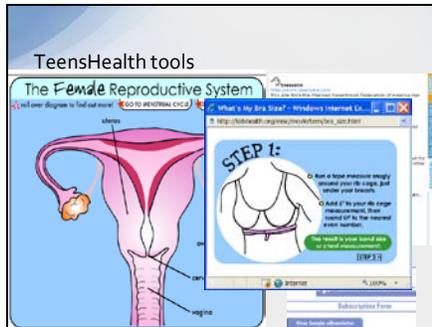
Slide 37



Slide 38

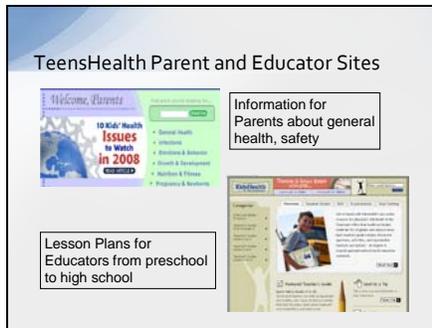


Slide 39



Notice on each article, you see article, more article links, and resources. Interactive diagrams, Resources, Sign up for emails

Slide 40



Slide 41

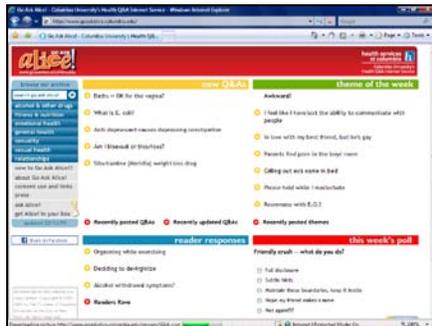
Go Ask Alice!

- <http://www.goaskalice.columbia.edu>
- Produced by the Alice!, Health Promotion Program at Columbia University
- Controversial - library bans on linking to the site
- Health question and answer Internet resource
- Questions are answered by a team, whose members have advanced degrees in public health, health education, medicine, and counseling.



- The question and answer format of go ask alice is less threatening and resembles regular conversation instead of reading a textbook.
- Go ask Alice is originally for Columbia University Students, so it is very grown-up in nature. Older teens may want to use this site.
- Questions that you won't find credible answers to anywhere else.
- No advertisements
- Examples: (suggest staying off sex topic) – show Q&A system
  - Emotional Health: Stress and Anxiety: number one cause of stress

Slide 42



Here's the Go Ask Alice Home page. On the left side of the page there are links to the two sexual/reproductive categories: Sexuality and Sexual health

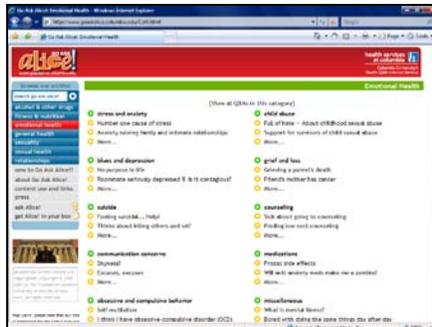
Slide 43

Go Ask Alice! Sample Questions

- Why do I choose not to eat?
- Alcohol vs. Marijuana: Which is safer?
- Zoloft: Will it show up on drug tests?
- Roommate seriously depressed — Is it contagious?
- How long does mourning last?
- What is the number one cause of death?



Slide 44



The screenshot shows the Go Ask Alice! website interface. The main content area is titled "Emotional Health" and lists various questions and answers. Questions include "stress and anxiety", "Anxiety eating family and intimate relationships", "Males and depression", "substance use", "communication barriers", "addictive and compulsive behavior", "self-harm", "alcohol abuse", "Fall of love - About childhood sexual abuse", "Support for survivors of child sexual abuse", "grief and loss", "Coping with a parent's death", "Friend's mother has cancer", "suicidal thoughts", "Suicidal thoughts - help!", "Thinking about killing others and self", "medications", "Prozac side effects", "Will anti-anxiety meds make me a zombie?", "insomnia", "What is mental health?", and "Bored with doing the same things like other kids".

Slide 45

Planned Parenthood Info for Teens

- <http://www.plannedparenthood.org/info-for-teens/>
- From Planned Parenthood Federation of America
- Some Spanish language material
- Topics include:
  - Pregnancy, Parenting, and Adoption
  - Lesbian, Gay, Bisexual, Transgendered

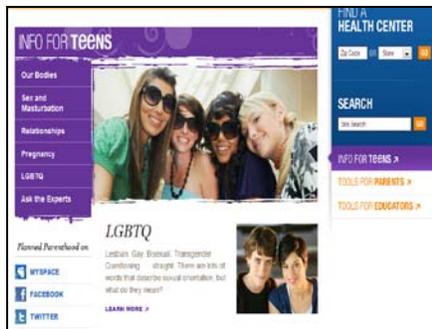


- This is Planned Parenthood – its main goal regarding teens is to prevent pregnancy.
- By definition, it is a site about sexual health.
- Planned Parenthood delivers vital reproductive health care, sex education, and information to millions of women, men, and young people worldwide.
- One in four American women has chosen Planned Parenthood for health care at least once in her life.
- Lots of people disagree with giving teens information about birth control. This site is a place to go to get that

information.

- Example: Pregnancy: I'm pregnant now what: What are my choices

Slide 46



Slide 47



Slide 48

girlshealth.gov

- <http://girlshealth.gov>
- From the U.S. Department of Health and Human Services (DHHS)
- Information on a wide variety of topics
  - Body
  - Nutrition
  - Drugs
  - Your emotions



When created, the Office of Women’s health used 16 girls between the ages of 13 and 17 to create their “Sounding Board.” These students helped with the look of the site as well as the topics. Seemingly created for younger teens, but covers sexual health issues. Of course people are having sex at younger ages.

Has some information about oral sex, in a way that is not too overt. It’s in the section called “Why waiting makes sense.” MANY Teens think that oral sex is not sex. And while that might be true from the perspective of some religions or US Presidents, you can definitely still get STDs .

Examples:

- Go to that section and show the information at the bottom about people feeling pressure to have sex.
- Look at Bullying too.

Slide 49



Slide 50



Slide 51



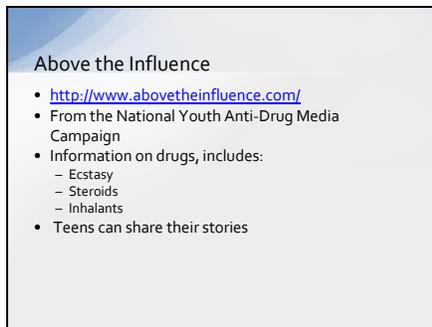
Slide 52



Slide 53



Slide 54



This is a media campaign website. It has health information, but is primarily targeted on getting people to get off and/or stay off drugs.

You can find the names of the doctors who are consultants to the website within the "Ask a Doc" section.

Examples:

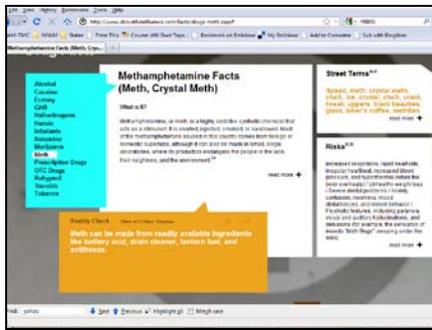
- Go to Ask a Doc and show anything there.
- Point out the link at the top to "When Parents Use"
- Cool games. If you click on marijuana in the drug section, it will bring up lots of info on marijuana and then in the lower right hand corner is something called "test your brain." Very cool--you can go to a game where you click on all different sections of the brain to see what impact marijuana has on them, and then take a quiz to see if you were paying attention.
- Point out that no matter what they choose they should look at the information at the top bar. That information changes for each screen.
- If time, let people have time to play with this website. Note that each screen has to load something, so it's a bit slow.

- Great privacy policy.

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We are Talking

- <http://www.pamf.org/teen/>
- From the Palo Alto Medical Foundation
- Contains information not easily found elsewhere
  - Body art
  - Life skills
  - Teens and media
- "Ask an expert"

What's cool about this site is that they use a committee made up of teens to decide what issues to cover on the website. So it's not information grown-ups want kids to know, it's information kids want to know about.

In some cases teenagers (or college students) have written the articles. In those cases the articles are reviewed by health professionals at the hospital. In all the other cases articles are written by health professionals.

Examples:

- Go to emotional health in the center and pick school, look on the left at all the topics. HS Student writer Derek Chan wrote one called Academic Stress: Good or Bad?
- Lots of content, but the articles are very brief.

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SAVE: Suicide Awareness Voices of Education

- <http://www.save.org/>
- Started by a woman whose daughter committed suicide
- Information on:
  - Depression
  - Coping with the suicide of others
  - Suicide Prevention



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For Adults:  
CDC – Adolescent Health

- <http://www.cdc.gov/HealthyYouth/az/index.htm>
- Statistical information about health issues for teens
- Links to
  - Youth Risk Behavior Surveillance System
  - School Health Profiles
  - School Health Index
- Reports about student health
- Links to adolescent health topics

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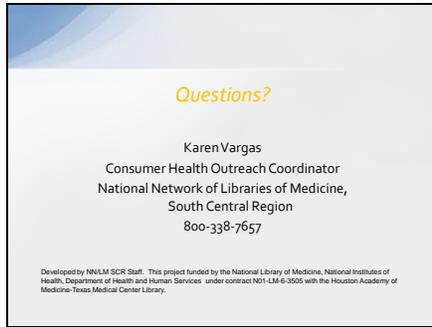
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How do you get them in the library?

A photograph of a large, classical-style library building with a prominent arched entrance. The building is illuminated at night, and the surrounding area is dark, suggesting an evening setting. The architecture features columns and a large archway, giving it a grand and historic appearance.

Brainstorm: So, how do you get them to think of the library as a place to come ask health questions?  
This is a good place to point out the Mid-Hudson Health Information Project on handout.

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*Questions?*

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