

**THE NATIONAL LIBRARY OF MEDICINE**  
**ENVIRONMENTAL HEALTH INFORMATION**  
**OUTREACH PROGRAM**  
**MINUTES**

**JANUARY 14, 2004**



**Widening the Door to Access:  
HBCUs/MEIs and Tribal Colleges**



Department of Health and Human Services  
National Institutes of Health  
National Library of Medicine

# **THE NATIONAL LIBRARY OF MEDICINE**

## **ENVIRONMENTAL HEALTH INFORMATION OUTREACH PROGRAM**

### **MINUTES**

Bethesda, Maryland

January 14, 2004

Prepared for  
Specialized Information Services Division  
National Library of Medicine

Prepared by  
Medical Education and Outreach Group  
Oak Ridge Institute for Science and Education

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**DEPARTMENT OF HEALTH AND HUMAN SERVICES  
NATIONAL INSTITUTES OF HEALTH  
NATIONAL LIBRARY OF MEDICINE**

**MINUTES OF THE ENVIRONMENTAL HEALTH  
INFORMATION OUTREACH PROGRAM  
January 14, 2004**

The first meeting of the Environmental Health Information Outreach Program (EnHIOP) Panel was convened on January 14, 2004 at 8:30 a.m. in the NLM Board Room, Building 38, National Library of Medicine (NLM), National Institutes of Health (NIH), Bethesda, Maryland.

**MEMBERS FROM PARTICIPATING INSTITUTIONS PRESENT:**

Dr. Ann Barbre, Xavier University of Louisiana  
Dr. Ted Bates, Texas Southern University  
Mr. Peter Bellin, California State University, Northridge  
Ms. Kathy Block, Hampton University  
Mr. Ferlin Clark, Dine College  
Dr. Robert Copeland, Howard University  
Ms. Sarah Danner, Oglala Lakota College  
Dr. Diogenes Herreno, University of Puerto Rico Medical Sciences Campus  
Dr. Henry Lewis, Florida A&M and EnHIOP Chairman  
Dr. Joseph McQuirter, Charles R. Drew University of Medicine and Science  
Dr. Milton Morris, Benedict College  
Dr. Janet Rami, Southern University, Baton Rouge  
Mr. Perry Riggins, Morehouse School of Medicine  
Dr. Karen Schmaling, University of Texas El Paso  
Dr. James Webster, Tuskegee University  
Dr. Doris Withers, Medgar Evers College

**ALTERNATE MEMBERS FROM PARTICIPATING INSTITUTIONS PRESENT:**

Dr. Ramzi Kafoury, Jackson State University  
Dr. Patricia Matthews-Juarez, Meharry Medical College  
Dr. Myra Alexander-Starr, Haskell Indian Nations University

**CONSULTANTS TO THE EnHIOP PRESENT:**

Mr. John Scott, Center for Public Service Communications  
Dr. Bailus Walker, Howard University (EnHIOP Senior Scientific Advisor)  
Dr. Melvin Spann, NLM retired (EnHIOP Executive Secretary)

**FEDERAL EMPLOYEES PRESENT:**

Cassandra Allen, Specialized Information Services Division, NLM  
Nicole Dancy, Specialized Information Services Division, NLM  
Gale Dutcher, Specialized Information Services Division, NLM  
Cynthia Gaines, Specialized Information Services Division, NLM (EnHIOP Project Officer)  
Dr. Donald Lindberg, Director, NLM  
Cindy Love, Specialized Information Services Division, NLM  
Deena Pers, Specialized Information Services Division, NLM  
Dr. Jack Snyder, Specialized Information Services Division, NLM  
Ms. Marti Szczur, Specialized Information Services Division, NLM

**NLM/SIS CONTRACTOR EMPLOYEES PRESENT:**

Diane De Binder, Oak Ridge Institute for Science and Education

Carolyn Doty, Oak Ridge Institute for Science and Education

Rose Foster, Oak Ridge Institute for Science and Education (EnHIOP Project Advisor)

**AGENDA**

<b>8:30-8:45 a.m.</b>	<b>Welcome</b>	<b>Jack Snyder, M.D., Associate Director, SIS</b>
<b>8:45-9:30 a.m.</b>	<b>Introductions</b>	<b>Henry Lewis, Ph.D., EnHIOP Chairman</b>
<b>9:30-10:00 a.m.</b>	<b>EnHIOP Plan and Overview</b>	<b>Henry Lewis, Ph.D., EnHIOP Chairman</b>
<b>10:00-10:15 a.m.</b>	<b>Charge to the Panel</b>	<b>Donald A.B. Lindberg, M.D., Director, NLM</b>
<b>10:15-10:30 a.m.</b>	<b>BREAK</b>	
<b>10:30-11:50 a.m.</b>	<b>NLM Overview and Outreach</b>	<b>Marti Szczur, Deputy Associate Director, SIS Gale Dutcher, SIS</b>
<b>12:00-1:30 p.m.</b>	<b>Working Lunch Demonstration of Databases</b>	<b>Cassandra Allen, SIS Stacey Arnesen, SIS</b>
<b>1:40-1:55 p.m.</b>	<b>Group Picture</b>	<b>EnHIOP HMD Reading Room</b>
<b>2:00-4:00 p.m.</b>	<b>Discussion of EnHIOP Plan</b>	<b>Group</b>
<b>4:00-4:20 p.m.</b>	<b>Planning of EnHIOP Spring Meeting</b>	<b>Group</b>
<b>4:20-4:45 p.m.</b>	<b>Wrap-up/Closing</b>	<b>Henry Lewis, Ph.D.</b>

**OPENING REMARKS**

Dr. Jack Snyder, Associate Director, Division of Specialized Information Services (SIS), NLM, called the first meeting of the Environmental Health Information Outreach Program (EnHIOP) to order at 8:30 a.m. Dr. Snyder extended a warm welcome to all present on behalf of the NLM, noting that 15 states were represented at this meeting as well as the District of Columbia and Puerto Rico. After providing a brief overview of the agenda, Dr. Snyder introduced the new chairman of the panel, Dr. Henry Lewis, Dean, College of Pharmacy and Pharmaceutical Science, Florida A&M University.

Dr. Lewis greeted the panel, remarking to the new members that their participation in this program—and their association with the people involved—would open the door to unlimited opportunities to connect their institutions and faculties with invaluable resources at NLM and to move their institutions to another level of excellence. He asked that everyone introduce themselves, including a brief personal note.

## **EnHIOP OVERVIEW**

Following the introductions, Dr. Lewis gave a brief history of the program, its present status, and an overview of the plan for the future of the EnHIOP. He cited that the early history of the EnHIOP began in 1991 as a pilot program to look at the interfacing of NLM resources with nine historically black health professions schools. With the support and commitment of Dr. Donald Lindberg, NLM Director, and the vision of Dr. Melvin Spann and others at the NLM, the Toxicology Information Outreach Program (TIOP) came into existence. Over the last thirteen years, the project has provided information resources, training, and outreach services to more than 80 minority institutions and to a large measure the communities in which they serve.

Dr. Lewis further discussed that an assessment of the program conducted several years ago indicated tangible successes as well as a need to expand the scope of the panel and the number of institutions involved. The result brought the total to 20, including two additional Native American institutions and two additional Hispanic-serving institutions. There is now a blend of long-time and new members on the panel, with differences in information technology, focus, and experience. Dr. Lewis encouraged members to consider how to ensure that each institution can improve from where they are beginning in 2004, as well as how NLM could help improve the biomedical, bioinformatics, and information technology capabilities of the institutions, and each institution in turn could help NLM improve on what it does.

### **Structure of the Panel:**

- The membership of the panel will rotate on a periodic basis, with a primary and an alternate member from each institution to ensure continuity of participation. The alternate member should be thoroughly knowledgeable about the panel and their role so that they can adequately serve in the primary member's absence.
- The panel will meet twice a year, and those meetings will be supplemented with communications in between, with appropriate communication vehicles to be determined.
- There is an established executive committee consisting of the chair, the SIS senior scientific advisor, the executive secretary, SIS representatives, and one panel member.

**Objective of the Panel:** To ensure that there is no digital divide between their institutions and majority institutions in terms of capabilities for information resources. Their students should leave their institutions with the same capabilities, the same information resources, and the same knowledge basis about being able to access information resources.

### **Responsibilities of Panel Members:**

- Become totally knowledgeable about the NLM and its resources.
- Ensure that faculty, staff, and students at each institution are aware of the NLM resource capabilities that are available to them and how to access those capabilities.
- Serve the communities in which each institution is located, recognizing that significant health challenges exist within all of the communities represented on the panel and that those communities probably look to the respective institutions as a resource for providing health information, health outreach, and indeed health services.



- Strengthen institutional partnerships with their campus libraries, and state and local libraries within the communities, as well as partnerships with other entities, including environmental justice centers, poison control centers, or other centers of excellence.
- Strengthen relationships with community-based organizations (CBOs) and faith-based organizations (FBOs) within the communities.
- Participate in professional organizations and meetings, both as presenters (i.e., platform and/or poster presentations) and participants, as a way of exposing others to the NLM resources.
- Sponsor seminars and conferences locally to expose faculty, students, and community leaders to the NLM resources. (Examples: community health centers, high schools, middle schools, etc.)
- Demonstrate that the stated mission of the panel is being attained through accountability, including reporting.

### **Role of NLM**

- To provide support, within available funding resources, for institutional representatives for training and other outreach services, including on-site training, and examining other resources to expand capabilities at each institution.
- To provide, through ORISE, training manuals and other materials, to be left with the institution as a continuing resource. This includes the training of trainers to serve as the on-campus resource for providing access to the NLM resources and training faculty and students.

### **DR. LINDBERG'S CHARGE TO THE PANEL**

Dr. Lindberg commended the panel on its perseverance and sense of mission that has made it possible for the program to last for 10 years, stating that this is a remarkable accomplishment that demonstrates a commitment to paying attention to underserved populations. He then offered the following recommendations to the panel.

- Budget time to know each other and work together.
- Spend time in future meetings to hear more about the strengths and needs of the individual institutions, including the history, laws, and legislation that surround those. One example is the Haskell Indian Nations University boarding school history.
- Include briefings on the laws establishing NLM, EPA, ATSDR, and other federal agencies, as all work in toxicology and environmental health is influenced by those laws.
- Consider establishing a program committee to discuss presentations to include in future meetings, including bringing people in from outside the panel to make presentations to the group. This might require extending some of the EnHIOP meetings beyond a day to make this possible. One interesting presentation could be on Howard and what they're doing with the minority DNA bank.
- Consider sharing best practices—with each other and with NIH.

- Identify high priority opportunities and write proposals to explore them, remembering that although NLM itself can act only upon those things they're entitled to act upon, it can also be a conduit to other agencies and other parts of NIH that are also committed to these goals. (Example: ATSDR co-funded the early work at the original nine HBCU health professions schools.) Dr. Lindberg added that the area of toxicology and environmental health is possibly the most important area on which NIH works.
- Consider projects in new areas, such as genetic susceptibility to drug interactions.

## **NLM PRESENTATIONS AND DEMONSTRATIONS**

Marti Szczur, Deputy Associate Director, SIS, gave an overview of the NLM products and services, beginning with a short descriptive video that she recommended the institutions use to acquaint people with the NLM on their campuses and in their communities. Gale Dutcher, Head, Office of Outreach and Special Populations, SIS, also presented information on NLM's outreach activities, including an update on the new EnHIOP Web site.

During the working lunch, database demonstrations were provided by SIS staff Stacey Arnesen and Cassandra Allen.

## **DISCUSSION OF EnHIOP PLAN**

The afternoon discussion focused on roles and responsibilities—what NLM can offer each of the participating institutions and how the institutions can assist NLM in carrying out its mission. The panel reached a consensus on adopting the theme of environmental factors in health disparities as an umbrella for determining activities to pursue.

Key points from the afternoon discussion have been summarized under the headings of issues identified during the discussion, comments and suggestions from panel members, comments and recommendations from NLM staff, and procedural decisions reached during the discussion.

### **Issues Identified During the Discussion**

NLM representatives and EnHIOP panel members identified a number of issues to consider during the course of planning the panel's scope of activities. These issues focus primarily on cultural, practical, and resource considerations.

- Minority institutions are a major resource to the communities in which they serve. For various reasons, the health of individuals increasingly resides with the individual as opposed to a healthcare provider, thereby increasing the value of NLM's information resources and making people aware of those resources.
- Cultural differences exist within the communities represented on the panel that will affect the activities of each institution. These include unavailability of computer access, oral traditions, populations that span across physical boundaries or districts, and immigrant populations unaware of food sanitation/safe handling issues.
- Differences among the institutions in mission and resources will also affect the activities they choose.

- Panel members have limited time to devote to project activities. Support is needed from NLM.
- NLM's interactive health tutorials are great, but not everyone can get to them or even has a family member who can get to them because they don't have access to computers.
- The focus of the Environmental Justice (EJ) movement is somewhat different now than it was when it was initially put on the national agenda and many organizations are investing in EJ activities. It is important that the group find out what's going on elsewhere and not "re-invent the wheel." The National Science Foundation and the American Chemical Society, for example, are funding a whole range of activities.
- The group needs a working definition of health disparities. Does the group want to use an established definition (several exist) or develop its own? The first NIH Working Group on Health Disparities defined health disparities as: **"Differences in the incidence, prevalence, mortality, and burden of diseases and other adverse health conditions that exist among specific population groups in the United States."** The Institute of Medicine report, *Priority Areas for National Action: Transforming Health Care Quality*, would be a good reference in the context of considering definitions of health disparities. The report listed 20 priority areas for improvement. The Office of Minority Health is another source for a list of health disparities.

#### Comments and Suggestions from Panel Members

- Mr. Ferlin Clark (Dine College) would like for NLM leadership to meet with tribal college presidents at the next summer retreat of the American Indian Higher Education Consortium.
- Mr. Clark offered to give a presentation to the group at a future meeting on the historical, cultural, spiritual, and educational aspects of the Indian people in the United States.
- Place links to appropriate resources on the EnHIOP Web page, including:
  - The Health Resources and Services Administration – they are doing some things on cultural competence and health care disparities. HRSA also has a link to the Kaiser Family Foundation that's done a large study across the country on statistics relative to HIV, poverty rates, etc. HRSA also has an Office of Minority Health, which has a lot of outreach activities to communities. (Dr. Melvin Spann reinforced this suggestion.)
  - The Indian Health Service Organization, the American Indian Higher Education Consortium, and the National Indian Education Association.
  - Appropriate events, including new items.
- Make the NLM Web pages more "cultural-user-friendly" for community people. For example, change the rhythm of the wording, especially for Hispanics, Native Americans, and Asians—and some African Americans and Blacks of African descent.
- Include categories on the EnHIOP Web page for education and sharing best practices.
- A newsletter could be developed for sharing best practices. These would probably be in the areas of research, education, and outreach activities.

- Institutionalize NLM resource awareness across the campuses through faculty awareness programs by bringing faculty/staff together from all appropriate disciplines (including science, information technology, and librarians) to learn about the NLM resources and discuss projects.
- Motivate faculty to attend faculty awareness programs by focusing on their interest in teaching, research, and service and then relating that to environmental health issues.
- Encourage faculty to include NLM resources in appropriate courses (curriculum development), including science education courses on community health.
- Hold workshops to educate students from other locations about their home communities in terms of the contamination they might have. They could then take this information back to their community and start some type of program to evaluate that community.
- Conduct needs assessments within each of the communities represented on the panel.
- Reach the community through community education programs; non-credit courses; involvement in community-based organizations, faith-based organizations, and community resource centers.
- It is important to reach the youth in the community because they will take the information home and it will permeate older generations. One example is to show high school students, or even younger students, how to use the NLM databases to do research in their communities as a science fair project.
- Find ways to give people the information at the moment of interaction, as when a clinician is interacting with a patient.
- Make recommendations to NIH (as a group) for activities to fund related to environmental factors and health disparities. The Congressional Black Caucus Environmental Justice Braintrust Report (National Environmental Policy Commission) was suggested as a good resource for this. Approximately 30 of the first 74 recommendations contain the word health, and some are the same as those suggested in this meeting.
- The panel could come up with a network of projects under the umbrella of environmental factors and health disparities—and it should be measurable. An example of this that was mentioned was the Mississippi Delta Project, which consisted of a health assessment of environmental hazards in several hundred counties continuous with the Mississippi River from Illinois down to Louisiana and Mississippi. The project was funded by multiple agencies, including ATSDR, CDC, and EPA, and also partnered with local health departments.
- Utilize information that has already been collected and shared. Examples are Anniston, Alabama and Cancer Alley in Louisiana.
- Collectively identify common needs in the communities among the panel to publish information calling attention to those needs. This would re-energize the environmental justice movement.
- Utilize the connection with NLM to write more effective grants and demonstrate the ability to connect with a major resource to do something.

### **Comments and Recommendations from NLM Staff**

- Marti Szczur, Deputy Associate Directory, SIS, is participating in discussions on an inter-agency “tox-to-consumer” effort to share information and best practices with sister agencies.
- Each institution could include a link to NLM from their Web site, but rather than just a link, associate that link with, for example, an environmental health current event or news item to draw attention to it. Update the item weekly or whatever is appropriate at each institution.
- Remember, it was noted that as a federal agency, NLM can “advocate” only for quality health information and then the line gets drawn. Advocacy beyond that cannot be a role of this panel, but the quality health information that from NLM that is shared can empower others for advocacy. Empowerment is the key.
- NLM could compile the various definitions of health disparities that exist (Institute of Medicine, HRSA, NGO, etc.). If the group prefers, it can generate its own consensus definition for its purposes.
- The panel could make suggestions to NIH as to what kinds of research to fund with regard to health disparities.
- NLM hopes to make available \$5,000 to each institution on the panel for an activity of each institution’s choosing. Recognizing that this is a modest amount, it might at least pay for a graduate student or some identified resources that are needed. Each institution will need to identify some broad areas and write a short description of what they want to do to submit to NLM.
- Each institution should do what works for them and each activity should have a measurable, presentable endpoint so that it can be taken to Dr. Lindberg, NIH, HHS, Congress, etc.
- If grant writing is on the list, it should also include grant management.

### **EnHIOP ACTION ITEMS**

- Dr. Henry Lewis, EnHIOP Chairman, will appoint a communications sub-committee to work on a newsletter to document best practices to present at the next meeting. Best practices can also be documented electronically. The Web page could also be used for this.
- NLM and the Oak Ridge Institute for Science and Education (ORISE) will provide staffing.
- NLM would like feedback on the draft Web pages for EnHIOP. Panel members should e-mail any comments on the draft document to Ms. Gale Dutcher, Head, Office of Outreach and Special Populations.
- Dr. Lewis will transmit a copy of the minutes as a form of communication. This information should be shared with all alternates.
- Dr. Lewis will also circulate a calendar to determine the best time for the next meeting.

- The initial letter to the college presidents at the institutions should come from Dr. Lindberg and should thank the presidents for sending someone.
- The panel will have both a ListServ and a Web page.

### **CLOSING COMMENTS AND ADJOURNMENT**

In closing, Dr. Lewis noted that this group has the opportunity to serve as a model for other entities to bring together divergent individuals as well as institutions for a common purpose of addressing the environmental health disparities that affect our communities, and to lead other committees and/or panels within NIH and external to NIH as well.

The next meeting will be during this year, preferably before fall in order to capitalize on the enthusiasm generated in today's meeting. Everyone will receive an e-mail.

The meeting was adjourned at 4:45 p.m., January 14, 2004.

**NATIONAL LIBRARY OF MEDICINE  
ENVIRONMENTAL HEALTH INFORMATION OUTREACH PROGRAM  
(EnHIOP) PLAN**

Since its modest beginning in 1991 as a one-year NLM-sponsored pilot initiative to improve minority access to toxicology databases, the scope of the Toxicology Information Outreach Program (TIOP) has expanded. So too has the relationship between NLM and minority serving educational institutions. By the year 2000, the TIOP program had trained health professionals at nearly 80 minority institutions in how to use the toxicology and environmental health information resources at NLM, and new ways to approach a broader health disparities agenda were being explored.

Though considered extremely successful by NLM, TIOP members and TIOP beneficiaries, the program has evolved a new definition for future growth. In their 2001 assessment of the program, panel members agreed that they could “better respond to NLM’s desire for increased awareness and increased use of NLM resources—while at the same time better serving their own institutional missions—if the TIOP program were strengthened and broadened in scope.” New areas of interest explored in the 2001 assessment included:

- Expansion of program objectives to include health disparities,
- Expansion of participating institutions to include representation from Tribal Colleges and Universities and Hispanic Serving Institutions, and
- Enhanced communication between the Panel and NLM.

In response to those findings, NLM has created the Environmental Health Information Outreach Program, with representation from HBCUs, Tribal Colleges, and Hispanic Serving Educational Institutions.

### **Considerations for an Expanded Program**

The mission of the Environmental Health Information Outreach Program is to enhance the capacity of minority serving academic institutions to reduce health disparities through the access, use, and delivery of environmental health information on their campuses and in their communities.

Assumptions:

- Environmental health refers to the impact of chemical, microbial, physical, and radiological agents on the health of living organisms.
- Minority-serving educational institutions are those served by programs funded under Title III Historically Black Colleges and Universities, American Indian Tribally Controlled Colleges and Universities, Alaska Native and Native Hawaiian Serving Institutions, and Title V Hispanic Serving Institutions. (Reference: U.S. Dept of Edu., [www.ed.gov/officers/OPE/HEP/idues](http://www.ed.gov/officers/OPE/HEP/idues))

### **Operations of Program:**

- Establish a panel with representation from 20 minority serving institutions.
- The panel will operate on a basis similar to the NLM Board of Regents:
  - Chair selected from within the Panel

- Rotate membership on a periodic basis
- Meet twice per year
- Establish an Executive Committee that includes:
  - Panel Chair
  - SIS Senior Scientific advisor
  - Executive Secretary
  - SIS representatives
  - One Panel member
- Optimize meeting attendance by establishing a primary and alternate representative from each institution.

### **Program Objectives and Participants' Responsibilities**

Institutionalize NLM resources awareness, training and use through curriculum incorporation, seminars, and special events at each institution. Ensure high-level administrative/academic involvement and cooperation.

Strengthen institutional partnerships with libraries, other departments, and components such as Environmental Justice Centers, Poison Control Centers and Centers for Excellence.

Develop/strengthen relations with Community-Based and Faith-Based Organizations to extend health-related outreach to communities surrounding the institutions.

Increase participation in professional meetings and public forums through presentation of papers, posters and panel discussions. Seek opportunities for publications in major journals.

Serve as a NLM local/regional resource for training, exhibiting and community outreach. Promote awareness and use of NLM resources.

Sponsor seminars/conferences to expose EnHIOP representatives and other faculty, staff, students, and community members to state-of-the-art health-related science and information technology.

Establish reporting requirements so that Annual Reports focus on training/outreach activities rather than broad, institutional public relations. Submit copies of Annual Reports to the Office of the President at each institution.

### **NLM Will:**

- Provide modest financial support to institutional representatives for training and other outreach activities.
- Provide training manuals and other materials to institutions (through ORISE).
- Train a cadre of trainers at institutions through train-the-trainers classes.



- Establish mechanisms (e.g., listserv/website) for communications and resource awareness and sharing.

### **Background Information**

During the late 1980's and early 1990's, a number of publications discussed the detrimental impact of exposure to environmental chemicals on the health of minority communities. Included among these publications were:

- Toxic Wastes and Race in the United States, Commission for Racial Justice, United Church of Christ, 1987,
- Black America: Awakening to Ecology, the Washington Post, December 24, 1989,
- Dumping in Dixie: Race, Class and Environmental Quality, Robert Bullard, 1990,
- Environmental Racism, Crisis, April, 1991, and
- Showdown at Sunrise, Essence Magazine, July, 1991

These publications collectively emphasized the fact that minority communities were disproportionately exposed to toxic emissions and hazardous materials. Evidence of adverse impact to the health of citizens within these communities was presented, including concerns about teary eyes, nosebleeds, asthma, keloids, and some forms of cancer.

Recognizing the concern about environmental hazards in minority communities, the National Library of Medicine (NLM), in late 1991, established a special outreach project targeting this population. The intent of this initiative was to strengthen the capacity of Historically Black Colleges and Universities (HBCUs) to train medical and other health professionals in the use of toxicological, environmental, occupational safety and health and hazardous wastes information resources available through NLM. This audience represented a group that otherwise might not be exposed to these valuable resources.

### **Original HBCU TIOP Participants**

NLM initiated its pilot minority outreach project with the following institutions:

- Drew University of Medicine and Science
- Florida A&M University
- Howard University
- Meharry Medical College
- Morehouse School of Medicine
- Texas Southern University
- Tuskegee University
- University of Arkansas at Pine Bluff
- Xavier University of Louisiana

These schools were selected because of their strong programs in the health sciences, ties to socioeconomically-deprived minority communities, and the fact that they have educated, and continue to educate, most of the Nation's African American health professionals that practice or work in minority communities.

### **TIOP Project Goals**

The established goals for the Toxicology information Outreach Project (TIOP), were to increase the awareness of NLM resources at HBCUs and their surrounding communities; provide instruction in the use of these resources; enhance the use and the distribution of health-related information to HBCU faculty, staff and students and to community leaders; and to evaluate the effectiveness of the model project in impacting the health of the targeted audiences. In order to accomplish the latter objective, a panel with representation from each participating institution was established to oversee and guide the project.

### **Tools Provided**

To facilitate access and use of the NLM databases, each institution was provided a state-of-the-art workstation (hardware, software, and computer-assisted tutorials); training in accessing and searching NLM resources; and free access to the NLM computer system. These tools were provided at no cost to the institutions since they were found to be the biggest impediments to the utilization of modern information technology at these schools.

### **Project Extension**

Due to the overall success of the initial pilot project, NLM extended this initiative to provide free database training and access to other HBCUs and minority institutions. To date, over eighty of these schools have participated in this program. In addition, representatives from Hampton University, Oglala Lakota Tribal College and the University of Puerto Rico, Medical Sciences Campus were added to the project oversight panel.

## ENVIRONMENTAL HEALTH INFORMATION OUTREACH PROGRAM

### Membership Directory 2003-2004

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## Environmental Health Information Outreach Program 2003-2004

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2003-2004

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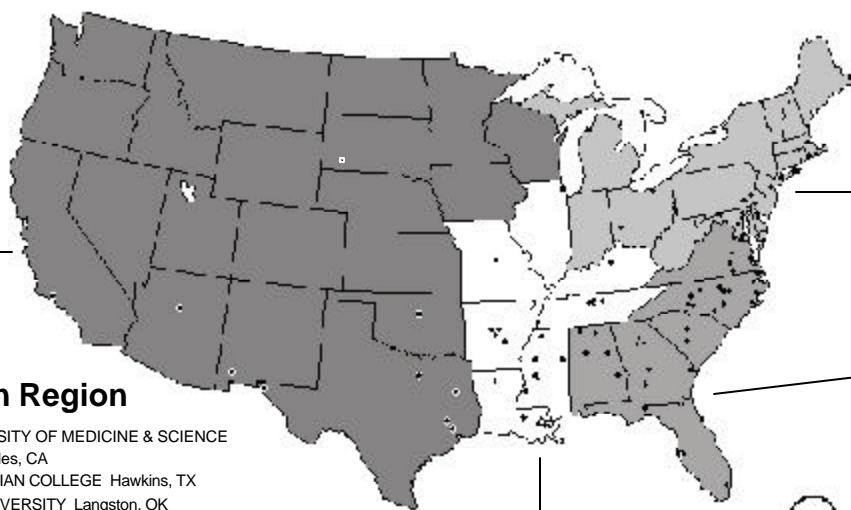
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# HBCUs/MEIs Environmental Information Outreach

## Participating Colleges and Universities



### Western Region

DREW UNIVERSITY OF MEDICINE & SCIENCE  
Los Angeles, CA  
JARVIS CHRISTIAN COLLEGE Hawkins, TX  
LANGSTON UNIVERSITY Langston, OK  
NEW MEXICO STATE UNIVERSITY Las Cruces, NM  
NORTHERN ARIZONA UNIVERSITY Flagstaff, AZ  
OGLALA LAKOTA COLLEGE Pine Ridge, SD  
PAUL QUINN COLLEGE Dallas, TX  
PRAIRIE VIEW A&M UNIVERSITY Prairie View, TX  
TEXAS SOUTHERN UNIVERSITY Houston, TX  
TEXAS WOMAN'S COLLEGE Denton, TX  
UNIVERSITY OF ARKANSAS AT PINE BLUFF Pine Bluff, AR

### Lower Mississippi Delta Region

ALCORN STATE UNIVERSITY Lorman, MS  
ARKANSAS BAPTIST COLLEGE Little Rock, AR  
BLUEFIELD STATE COLLEGE Bluefield, WV  
CHICAGO STATE UNIVERSITY Chicago, IL  
DILLARD UNIVERSITY New Orleans, LA  
FISK UNIVERSITY Nashville, TN  
GRAMBLING STATE UNIVERSITY Grambling, LA  
JACKSON STATE UNIVERSITY Jackson, MS  
KENTUCKY STATE UNIVERSITY Frankfort, KY  
LANE COLLEGE Jackson, TN  
LEMOYNE-OWEN COLLEGE Memphis, TN  
LINCOLN UNIVERSITY Jefferson City, MO  
MARY HOLMES COLLEGE West Point, MS  
MEHARRY MEDICAL COLLEGE Nashville, TN  
MISSISSIPPI VALLEY STATE UNIVERSITY Itta Bena, MS  
PHILANDER SMITH COLLEGE Little Rock, AR  
RUST COLLEGE Holly Springs, MS  
SHORTER COLLEGE North Little Rock, AR  
SOUTHERN UNIVERSITY SYSTEM Baton Rouge, LA  
TENNESSEE STATE UNIVERSITY Nashville, TN  
TOUGALOO COLLEGE Tougaloo, MS  
UNIVERSITY OF ARKANSAS AT PINE BLUFF Pine Bluff, AR  
XAVIER UNIVERSITY New Orleans, LA

### Caribbean Region

CATHOLIC UNIVERSITY OF PUERTO RICO Ponce, PR  
INTER-AMERICAN UNIVERSITY OF PUERTO RICO San Juan, PR  
PONCE SCHOOL OF MEDICINE Ponce, PR  
UNIVERSIDAD DEL TURABO SUAGM Gurabo, PR  
UNIVERSITY OF PUERTO RICO MEDICAL SCHOOL San Juan, PR  
UNIVERSITY OF THE SACRED HEART San Juan, PR  
UNIVERSITY OF THE VIRGIN ISLANDS St. Thomas, VI

### Northeastern Region

BOWIE STATE UNIVERSITY Bowie, MD  
COPPIN STATE COLLEGE Baltimore, MD  
CENTRAL STATE UNIVERSITY Wilberforce, OH  
CHEYNEY UNIVERSITY Cheyney, PA  
DELAWARE STATE UNIVERSITY Dover, DE  
HOWARD UNIVERSITY Washington, DC  
LINCOLN UNIVERSITY Lincoln University, PA  
MEDGAR EVERS COLLEGE-CUNY Brooklyn, NY  
MORGAN STATE UNIVERSITY Baltimore, MD  
NOTRE DAME COLLEGE Cleveland, OH  
ROXBURY COMMUNITY COLLEGE Roxbury, MA  
UNIVERSITY OF MARYLAND, EASTERN SHORE  
Princess Anne, MD  
UNIVERSITY OF THE DISTRICT OF COLUMBIA  
Washington, DC

### Southeastern Region

ALABAMA A&M UNIVERSITY Normal, AL  
ALBANY STATE COLLEGE Albany, GA  
ALLEN UNIVERSITY Columbia, SC  
BARBER-SCOTIA COLLEGE Concord, NC  
BENEDICT COLLEGE Columbia, SC  
BENNETT COLLEGE Greensboro, NC  
BETHUNE-COOKMAN COLLEGE Daytona Beach, FL  
CLARK ATLANTA UNIVERSITY Atlanta, GA  
ELIZABETH CITY STATE UNIVERSITY Elizabeth City, NC  
FLORIDA A&M UNIVERSITY Tallahassee, FL  
FLORIDA MEMORIAL COLLEGE Miami, FL  
FORT VALLEY STATE COLLEGE Fort Valley, GA  
GADSDEN STATE COMMUNITY COLLEGE Gadsden, AL  
HAMPTON UNIVERSITY Hampton, VA  
INTERDENOMINATIONAL THEOLOGICAL CENTER  
Atlanta, GA  
LAWSON STATE COMMUNITY COLLEGE Birmingham, AL  
LIVINGSTONE COLLEGE Salisbury, NC  
MILES COLLEGE Birmingham, AL  
MOREHOUSE SCHOOL OF MEDICINE Atlanta, GA  
MORRIS BROWN COLLEGE Atlanta, GA  
NORFOLK STATE UNIVERSITY Norfolk, VA  
NORTH CAROLINA A&T STATE UNIVERSITY Greensboro, NC  
NORTH CAROLINA CENTRAL UNIVERSITY Durham, NC  
OAKWOOD COLLEGE Huntsville, AL  
PAINE COLLEGE Augusta, GA  
PEMBROKE STATE UNIVERSITY Pembroke, NC  
SAINT AUGUSTINE'S COLLEGE Raleigh, NC  
SAINT PAUL'S COLLEGE Lawrenceville, VA  
SAVANNAH STATE COLLEGE Savannah, GA  
SHAW UNIVERSITY Raleigh, NC  
SOUTH CAROLINA STATE UNIVERSITY Orangeburg, SC  
SPELMAN COLLEGE Atlanta, GA  
TALLADEGA COLLEGE Talladega, AL  
TUSKEGEE UNIVERSITY Tuskegee, AL  
VIRGINIA STATE UNIVERSITY Petersburg, VA  
VIRGINIA UNION UNIVERSITY Richmond, VA  
WINSTON-SALEM STATE UNIVERSITY Winston-Salem, NC

## TRAINING \$ FREE INTERNET ACCESS \$ USER SUPPORT

As part of its outreach efforts, the Specialized Information Services Division of the National Library of Medicine (NLM), in partnership with the Oak Ridge Institute for Science and Education (ORISE), developed and designed a training program to strengthen the capacity of Historically Black Colleges and Universities (HBCUs) and Minority Educational Institutions (MEIs) to train medical and other health professionals in the use of toxicological, environmental, occupational, and hazardous waste information resources developed at NLM. This training also benefits and the economically disadvantaged and underserved communities surrounding these institutions.

Health professionals at colleges and universities throughout the country are taught how to navigate the Internet maze to find quality critical health information quickly. Many of those trained have facilitated similar training at their respective schools for students, faculty/staff, community leaders, and other health professionals. Participants are trained to access and utilize the NLM's Toxicology and Environmental Health Information Program (TEHIP) databases on the Internet to address problems and concerns about the impact of environmental hazards. Training includes accessing these databases through the TOXNET Web Interface (<http://toxnet.nlm.nih.gov>) and searching other relevant Internet resources.

For additional information about this outreach program, contact one of the individuals listed below:

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