GENERAL COURSE INFORMATION

LIS 690-209, Special Topics in LIS, Health Information Resources and Services
Spring 2013
Online class
Scheduled Meeting Day: Wednesdays, beginning January 9, 2013. All assignments are due by midnight of the day due.

INSTRUCTOR INFORMATION

Instructor Name: Mary L. Gillaspy, MLS, MS
Instructor Telephone Number: 312.498.8279
Instructor Email Address: mary.gillaspy@uky.edu (Preferred method of contact)
I will respond to student communications within 24 hours. If for any reason I am unable to respond within that time frame, I will notify you via the Blackboard system.

COURSE DESCRIPTION

A survey of information agencies and health science libraries, including topics related to: the health care community and their information needs, information resources in the health sciences, controlled medical terminologies and classification systems, search and retrieval of information resources, issues in the management of collections and access to health libraries. (Same as CJT 640.)

Course Goals and Objectives:

This course is designed to provide an introduction to the basic concepts and principles associated with health sciences librarianship. Upon successful completion of LIS 640, students will:

1. Understand the role of the health sciences library within the larger world of biomedicine;
2. Become thoroughly acquainted with the scholarly communication patterns, professional literature, and key information sources in health sciences information services;
3. Become aware of the complex information needs of health professionals, patients, and families and the role of the health sciences library in meeting these needs;
4. Develop an understanding of the organization and structure of the health care industry;
5. Review current trends and issues in the provision of health science information within libraries, health centers, and other information agencies;
6. Explore in depth a topic germane to biomedicine and the role of the health sciences library and librarian in contributing to the issue.

*LIS690-209: Special Topics in LIS, Health Information Resources and Services

*Included in centennial celebration issue of JMLA, Supplement, October 2012.
†Text of Janet Doe lecture.
±Text of Leiter lecture.
Topics include:

- Health information environments
- Health care reform
- Evidence-based practice
- Health information infrastructure
- Scientific communication
- Consumer health and patient education
- Outreach and community education
- Health sciences librarianship as a career

Textbooks:


Journal articles are included as appropriate. Citations for articles are noted within the Course Calendar. Articles generally are available full text electronically from PubMed Central, and hyperlinks may be found via PubMed at [http://www.ncbi.nlm.nih.gov/pubmed/](http://www.ncbi.nlm.nih.gov/pubmed/). A few articles are not available this way but will be linked to Blackboard.

Technological Requirements:

Class sessions will be conducted via Blackboard. Students will submit written assignments using Microsoft Word.

ASSIGNMENTS AND GRADING

In addition to the texts and supplemental readings, students will complete seven assignments, including one trends and issues paper of 5–10 pages, a term paper of 20–30 pages, and a reflection paper of no more than 5 pages, all double spaced. Class participation via the discussion board and responses to both the instructor’s and other students’ postings is a requirement. A further expectation is that students will devote considerable time to synthesizing course content and familiarizing themselves with relevant resources. *There will be no examinations in this class.*

Assignments are to be completed by midnight on the due date posted on the Course Calendar and in this Syllabus. Details of each assignment will be provided in Blackboard. Late assignments will be accepted only with prior permission from the instructor.

Grading Scale:

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Grades will be apportioned as follows:

Assignments 1–4 36%
Trends and Issues Paper 20%
Term Paper 30%
Reflection Paper 4%
Class Participation 10%
Total 100%

Course Calendar:

Session 1—January 9, 2013
Introductions. Introduce yourself to your colleagues in the Discussion Board section of Blackboard.
Overview of the course. Review the syllabus, course outline, readings, assignments, and expectations.
Assignment #1 distributed. Due Session 3.
Assignment #6 distributed. Due Session 14.

Session 2—January 16, 2013
Health Information Environments: Changing paradigms, structures, and physical spaces of health science libraries
Explore the following Web sites:
National Library of Medicine (NLM)
Be sure to read the “About the National Library of Medicine” sections. Pay particular attention to the Overview, NLM Organization, History of NLM, Reports and Plan about the Library, and Partners sections.
National Network of Libraries of Medicine (NN/LM)
Within the Partners section above, follow the link to the National Network of Libraries of Medicine NN/LM. At this Web site, pay particular attention to the About Us section. Click on the region where you live and then one other region, just to see if you notice differences.
Medical Library Association (MLA)

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Explore the Medical Library Association Web site, paying particular attention to the Overview section under About MLA and the Section Descriptions under Sections, Chapters, Groups.

**Association of Academic Health Science Libraries (AAHSL)**
Read the About AAHSL section and the Purpose on this Web site.

**Joint Commission on the Accreditation of Healthcare Organizations (JCAHO)**
On this Web site read About the Joint Commission, Facts about the Joint Commission, and Our History.

**Read:**

*The Birth of the Clinic,* preface—chapter 6.


**Session 3—January 23, 2013**

Health Information Environments: Types of health science libraries, customers, and roles; ethics

**Assignment 1 due.**

Assignment 2 distributed. Due Session 5.

Due next week: Your term paper topic.


Explore the **Section Listings** on the MLA Web site: http://www.mlanet.org/sections/sections.html. Pay particular attention to the following ten Section sites, especially their resource sections and any others that look interesting:

- Chiropractic Libraries
- Consumer and Patient Health Information
- Dental
- Federal Libraries
- History of the Health Sciences
- Hospital Libraries (especially Vital Pathways)
- Nursing and Allied

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While Corporate Information Services and Health Association Libraries represent important types of health science libraries, the Web sites are not fleshed out. Excellent employment opportunities are available in both areas, however, especially for dual-degreed professionals.

*Read:*

The Birth of the Clinic, chapter 7–conclusion.


Klein-Fedyshin M. 2010. It was the worst of times, it was the best of times: positive trends influencing hospital libraries. *Journal of the Medical Library Association.* 98(3):196–199.

**Session 4—January 30, 2013**

**Health Information Environments: Clinical Medical Librarianship, Informationist Role** Explore the following Web site, [http://www.mlanet.org/research/informationist/](http://www.mlanet.org/research/informationist/), particularly _Informationist or Information Specialist in Context._

Due: Term paper topic.

*Read:*


Session 5—February 6, 2013

Health Care Reform

Assignment 2 due.

Impact on libraries of the Patient Protection and Affordable Care Act and other federal legislation and efforts toward health care reform (including comparative effectiveness research). Study the contents of the following Web pages, part of the Effective Health Care Program developed by AHRQ, the Agency for Healthcare Research and Quality.

http://effectivehealthcare.ahrq.gov/index.cfm/what-is-comparative-effectiveness-research1/

http://effectivehealthcare.ahrq.gov/index.cfm/tools-and-resources/

http://effectivehealthcare.ahrq.gov/index.cfm/researchsummaries-for-consumers-clinicians-and-policymakers/

Read:

Groopman, How Doctors Think, Chaps 5–7.


Session 6—February 13, 2013

Information Infrastructure: Electronic health information; technology and networked information resources; medical libraries and social networking

Assignment for trends and issues paper, #5, distributed. Due Session 9.

Read:

Groopman, How Doctors Think, chapter 8.


**Group 1 read and summarize on the Discussion Board:**


**Group 2 read and summarize on the Discussion Board:**


**Peruse:** Many companies offer software to hospitals, clinics, and health systems to implement electronic medical records. Two of these are Cerner and Epic. Take a look at their Web sites to get a sense of the approaches these companies take to supplying software and services to their clients.

**Read:**


**Assignment #3 distributed. Due Session 7.**

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**Session 7—February 20, 2013**

**Scientific Communication: Publishing paradigms, journal costs, and future possibilities** (Guest lecturer: Mark Berendsen, Interim Head, Collection Management/Electronic Services Librarian, Galter Health Sciences Library, Feinberg School of Medicine, Northwestern University)

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‡Text of Leiter lecture.*
Assignment #3 due.

Assignment #4 distributed. Due Session 11.

Read:


Peruse the following Web sites, noting particularly the overview or About Us, FAQs, and other general statements about the site.


BioMed Central, [http://www.biomedcentral.com/](http://www.biomedcentral.com/)

Open Medicine, [http://www.openmedicine.ca/](http://www.openmedicine.ca/)


Session 8—February 27, 2013

Evidence-based Practice, Evidence-based Librarianship

Read:


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**Review** the following Web sites that feature different iterations of levels of evidence:

American Academy of Family Physicians,  

Oxford Centre for Evidence-based Medicine, [http://www.cebm.net/?o=1025](http://www.cebm.net/?o=1025)

Evidence-based Nursing, [http://ebp.lib.uic.edu/nursing/node/12](http://ebp.lib.uic.edu/nursing/node/12)

Levels of Evidence for Adult and Pediatric Cancer Treatment Studies,  
[http://cancer.gov/cancertopics/pdq/levels-evidence-adult-treatment/HealthProfessional/page1/AllPages](http://cancer.gov/cancertopics/pdq/levels-evidence-adult-treatment/HealthProfessional/page1/AllPages)

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**Session 9—March 6, 2013**

**Consumer Health and Patient Education** (Guest lecturers: Cindy Crosby, RN, BSN, MSN, Health Education Specialist and Kristin Jordan, RN, BSN, MPH, Community Health Services Supervisor, Community Health Education Center (CHEC), Salem Health, Salem, Oregon; Magdalyn Patyk, RN, MS, BC, Manager, Patient Education and Women’s Programs and Education, Northwestern Memorial Hospital, Chicago, Illinois)

**Assignment #5, Trends and Issues paper, due.**

**Read:**


Peruse the following Web sites, noting the varied approaches each uses to convey health information to the public. Which do you think is the most effective, and why? Post your response on the Discussion Board.

CHEC, Salem Health, Salem OR: http://www.salemhealth.org/chec/home.php

Connelly Resource Center for Families, CHOP, Philadelphia PA: http://www.chop.edu/visitors/family-support-and-resources/connelly-center.html

HealthHub from Cleveland Clinic, Cleveland OH: http://my.clevelandclinic.org/health/default.aspx

Health Learning Centers, Chicago IL: http://www.nmh.org/nm/health-library


PlaneTree Health Information Center, Cupertino CA: http://www.planetree-sccl.org/


Session 10—March 20, 2013

Outreach and Community Education (Guest Lecturer: Holly Trandel Manprisio, MPH, CHES, Program Manager—External Affairs, Community Services, Northwestern Memorial Hospital)

Read:


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Session 11—March 27, 2013

A Career as a Medical Librarian: What are the possibilities? What are the requirements? Overview of management issues in medical libraries today.

Assignment 4 due.

Assignment 7, Reflection Paper, distributed. Due April 17, 2013.

Read:


Session 12—April 3, 2013

Term paper questions and answers.

Session 13—April 10, 2013

Assignment 6, term paper, due.

Session 14—April 17, 2013

Assignment 7, reflection paper, due.

Wrap-up discussion.

Session 15—April 24, 2013

Student feedback and course evaluation.

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BLACKBOARD USE
Contact information for Teaching and Learning Services Center:
Website: http://www.uky.edu/TASC/
Phone: 859-257-8272

Contact information for Information Technology Customer Service Center:
Website: http://www.uky.edu/UKIT/
Phone: 859-218-4357

Procedure for resolving technical complaints: contact instructor first, then TASC or ITCSC

Contact information for Distance Learning Library Services:
Website: http://www.uky.edu/Libraries/DLLS
Phone: 859 257-0500, ext. 2171
Email: dllservice@email.uky.edu

Course reserves:
Website: http://www.uky.edu/Libraries/page.php?lweb_id=23&ltab_rank=3

Class participation via the discussion board and responses to the instructor’s, guest lecturers, and other students' postings is a requirement.
Submit written assignments using Microsoft Word.

POLICIES

Academic integrity
According to Senate Regulation 6.3.1: “All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.” For specific information regarding the University’s code and regulations on plagiarism and cheating, visit:
http://www.uky.edu/StudentAffairs/Code/
http://www.uky.edu/StudentAffairs/Code/part2.html

Excused absences
Summarized from Senate Regulation 5.2.4.2: A student shall not be penalized for an excused absence.
The following are defined as excused absences:
• Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family.
• The death of a member of the student's household (permanent or campus) or immediate family.
• Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. Prior notification is required.
• Major religious holidays. Prior notification is required.

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• Any other circumstances which the Instructor of Record finds reasonable cause for absence. Students missing any graded work due to an excused absence bear the responsibility of informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The Instructor of Record shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Excused absences’ effect on grading: Summarized from Senate Regulation 5.2.4.2: If attendance is required by the class policies elaborated in the syllabus or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W", and the Instructor of Record may require the student to petition for a "W" or take an "I" in the course. If a student has an excused absence on a day when a quiz is given, the instructor may not deny permission for a makeup exam and simply calculate the student's grade on the basis of the remaining requirements.

Academic accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Integration of the Syllabus with the Themes of Diversity, Assessment, and Technology

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.