GENERAL COURSE INFORMATION

LIS 690, Health Information Resources and Services
Spring 2014
Online class
Scheduled Meeting Day: Wednesdays, beginning January 15, 2014. All assignments are due by midnight of the day due.

INSTRUCTOR INFORMATION

Instructor Name: Mary L. Gillaspy, MLS, MS
Instructor Telephone Number: Cell: 312.498.8279; Land: 719.687.2887.
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 healthcare 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:

- Understand the role of the health sciences library within the larger world of biomedicine;
- Become thoroughly acquainted with the scholarly communication patterns, professional literature, and key information sources in health sciences information services;
- 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;
- Develop an understanding of the organization and structure of the healthcare industry;
- Review current trends and issues in the provision of health science information within libraries, health centers, and other information agencies;
- Explore in depth a topic germane to biomedicine and the role of the health sciences library and librarian in contributing to the issue.

*LIS 640 Health Information Resources and Services

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

- Health information environments
- Healthcare 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.

You will note that especially on current topics, readings from the popular press (e.g., *The New York Times*, *The New Yorker*, *The Economist*, etc.) are included. The purpose of this inclusion is to bring perspective to ongoing debates around healthcare issues, especially healthcare reform.

A brief supplemental reading list is included for students who would like to explore a topic in more depth. I have included topics that have figured in my professional development and that I consistently recommend to friends, students, and mentees. This is not required reading; it is meant only for your exploration and engagement with health sciences and health sciences librarianship. You will find this list posted with other course documents.

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 assignments, a term paper of 20–30 pages, and a reflection paper of no more than 5 pages.

Class participation via the discussion board and responses to both the instructor’s and other students’ postings is a requirement. For full credit to be awarded, each student must contribute two original posts per week, based on the topic and readings, and respond to a minimum of four posts from other students or the instructor each week.

*Included in centennial celebration issue of *JMLA*, Supplement, October 2012.*
†Text of Janet Doe lecture.
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. 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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<th>Score Range</th>
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Grades will be apportioned as follows:

- Assignments: 40%
- Term Paper: 35%
- Reflection Paper: 10%
- Class Participation: 15%
- Total: 100%

**Course Calendar:**

**Session 1—January 15, 2014**

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.

**Read:**


**Distribute:** Assignments 1 and 1A. Assignment 1A is due February 5; assignment 1, your term paper, is due April 23.
Session 2—January 22, 2014

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)
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:

Groopman, How Doctors Think, Chaps 5–7.


Session 3—January 29, 2014

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


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†Text of Janet Doe lecture.
Explore the **Section Listings** on the MLA Web site: [http://www.mlanet.org/sections/sections.html](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 Libraries
- Federal Libraries
- History of the Health Sciences
- Hospital Libraries (especially Vital Pathways)
- Nursing and Allied Health Resources
- Pharmacy and Drug Information
- Public Health/Health Administration
- Veterinary Medical Libraries

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:**


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—February 5, 2014**

**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*.

**Assignment 1A due.**

**Distribute Assignment #2. Due February 19.**

**Read:**

Groopman, *How Doctors Think*, chapter 9–Afterword.

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**Session 5—February 12, 2014**

**Healthcare Reform**

Owing to the rocky rollout of the healthcare exchanges, the cancellation of many private policies, congressional opposition to implementation of the Affordable Care Act, uncertainty about citizens’ acceptance of the law, and many other “known unknowns,” no one really knows how all this upheaval will play out. However, because healthcare is bound to change even further in the near future, medical librarians must pay attention to the debates around this issue. Feel free to use the Discussion Board to bring up matters that perhaps have affected you or details about which you have questions. This is a fruitful area for class conversation.

Consider the impact on libraries of the Patient Protection and Affordable Care Act and other federal legislation and efforts toward healthcare 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:**

*Better*, Part I. (Discussion of *Better* will occur on the Discussion Board.)


*Included in centennial celebration issue of *JMLA*, Supplement, October 2012.
†Text of Janet Doe lecture.


**Session 6—February 19, 2014**

**Information Infrastructure: Electronic health information; technology and networked information resources**

**Assignment #2 due.**

**Read:**

*Better*, Part II.


**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.

*Included in centennial celebration issue of *JMLA*, Supplement, October 2012.
†Text of Janet Doe lecture.
Session 7—February 26, 2014

Scientific Communication: Publishing paradigms, journal costs, and future possibilities

(Guest lecturers: Paul Howard, MLIS, PhD, Health Systems Librarian, Salem Hospital, Salem, OR; Scott Thomson, MLIS, AHIP, Library Director, Boxer Library, Rosalind Franklin University of Medicine and Science, North Chicago, IL.)

Distribute Assignment #3. Due April 2.

Read:

Better, Part III.


Watch this interview (one hour in length) with Susan Crawford, an “After Words” feature on BookTV. She discusses her recent book Captive Audience: The Telecom Industry and Monopoly Power in the New Gilded Age.

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/

Open Medicine, http://www.openmedicine.ca/


Session 8—March 5, 2014

Evidence-based Practice, Evidence-based Librarianship

Distribute Assignment #4. Due March 26.
Read:


Problems with scientific research; Unreliable research: trouble at the lab. *The Economist*. October 19, 2013. 409(8858):13, 26–30. (Follow the links in this Web site from National Public Radio to learn more about “predatory” journals.)


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


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)

Session 9—March 12, 2014

**Consumer Health and Patient Education** (Guest lecturers: Cindy Crosby, RN, BSN, MSN, Health Education Specialist, and Community Health Education Center (CHEC), Salem Health, Salem, OR; Paul Howard, MLIS, PhD, Health Systems Librarian, Salem Hospital, Salem, OR; Kate Costin, MLS, Reference and Education Librarian, Health Learning Center, Northwestern Memorial Hospital, Chicago, IL; Magdalyn Patyk, RN, MS, BC, Manager, Patient Education and Women’s Programs and Education, Northwestern Memorial Hospital, Chicago, IL.)

Read:


Health Online 2013: [http://pewinternet.org/Reports/2013/Health-online.aspx](http://pewinternet.org/Reports/2013/Health-online.aspx)

*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.**

Alberto Culver Health Learning Center, Chicago IL: [http://www.nmh.org/nm/health-library](http://www.nmh.org/nm/health-library)


Connelly Resource Center for Families, CHOP, Philadelphia PA: [http://www.chop.edu/visitors/family-support-and-resources/connelly-center.html](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](http://my.clevelandclinic.org/health/default.aspx)


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


**March 19—No class. Spring break; academic holiday.**

**Session 10—March 26, 2014**

Outreach and Community Education (Guest Lecturers: Holly Trandel Manprisio, MPH, CHES, Program Manager—External Affairs, Community Services, Northwestern Memorial Hospital, Chicago, Illinois; Abbey Lichten, MPH, CHES, Health Educator, Health Learning Center, Northwestern Memorial Hospital, Chicago, Illinois.)

Assignment #4 due.
**Read:**


**Session 11—April 2, 2014**

Social Networking in Medical Libraries

**Assignment #3 due.**

*Distribute Assignment #5. Due April 9.*

*Distribute Assignment #6. Due April 30.*

**Read:**


**Session 12—April 9, 2014**

A Career as a Medical Librarian: What are the possibilities? What are the requirements? Overview of management issues in medical libraries today. (Guest Lecturers: Scott Thomson, MLIS, AHIP, Library Director, Boxer Library, Rosalind Franklin University of Medicine and Science; Mary O’Connor, MS, Senior Program Manager, EMMI Solutions, Chicago, IL.)

**Read:**


**Session 13—April 16, 2014**

Assignment #5 due.

Term paper questions and answers.

**Session 14—April 23, 2014**

Term paper due.

**Session 15—April 30, 2014**

Wrap-up discussion; summary reflection paper due. Student feedback and course evaluation.

**BLACKBOARD USE**

Contact information for Teaching and Learning Services Center:

Website: [http://www.uky.edu/TASC/](http://www.uky.edu/TASC/)

Phone: 859-257-8272

Contact information for Information Technology Customer Service Center:

Website: [http://www.uky.edu/UKIT/](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](http://www.uky.edu/Libraries/DLLS)

Phone: 859 257-0500, ext. 2171

Email: dllservice@email.uky.edu

Course reserves:


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/)
- [http://www.uky.edu/StudentAffairs/Code/part2.html](http://www.uky.edu/StudentAffairs/Code/part2.html)
- [http://www.uky.edu/Ombud/Plagiarism.pdf](http://www.uky.edu/Ombud/Plagiarism.pdf); “Plagiarism: What is it?”

**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.
- 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](mailto: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.