

IS-ICT 326: Electronic Information Resources in the Health Professions Fall 2019

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I try to respond to email within 24 hours, or the first business day after a weekend or holiday.

Course Description:

This course is a survey of electronic information resources for health professionals. Resources include databases and Web resources, but will focus on MEDLINE using the PubMed interface. Discussion of relevant controlled vocabularies, their use in formulating and executing search strategies are addressed. Interfaces to MEDLINE other than PubMed will be explored. The course also includes reference management software, an evidence based health care component, and discussion of systematic reviews. Understanding the process for conducting systematic reviews is critical to understanding how evidence based decision making, broadly, takes place. Conducting rigorous systematic reviews, and understanding that research process is critical to understanding evidence based health care.

Prerequisites:

STA 210 or equivalent.

Student Learning Outcomes:

Upon successful completion of this course, the student will:

- 1) Describe basic principles involved in developing search strategies to retrieve citations to the biomedical literature;
- 2) Identify controlled vocabularies and how they are used to index the biomedical literature;
- 3) Identify tools utilized in health sciences information retrieval;
- 4) Demonstrate familiarity with reference management software, and be able to construct a reference library;
- 5) Demonstrate an understanding of evidence based health care techniques and the process for conducting systematic reviews.

Course goals or objectives: This course is designed to provide a broad overview of various health sciences electronic information resources as well as controlled vocabularies used to index the biomedical literature. Ultimately, students will gain the knowledge and skills necessary to use interfaces to access information in the health sciences in the context of evidenced based health care. Students will gain hands-on experience developing and executing search strategies. Students will gain experience with retrieving literature through traditional databases. Students

will also explore the PubMed interface as well as alternative interfaces to MEDLINE. Students will gain exposure to citation management through a variety of reference management software, but will develop proficiency with EndNote. Student's exposure to evidence based health care and systematic reviews ties together conceptual development such as information retrieval and practical skills such as reference management.

Skills learned in this course will be applicable to the health care setting specifically. More generally, successful completion of this course will allow students to apply what they have learned about this particular information system more broadly to other domains.

Topics to be covered:

1. Health sciences electronic information resources;
2. Controlled vocabularies;
3. Search strategy formulation and execution;
4. Reference management;
5. Evidence based health care.

Required Materials

Required Instructional Technology:

As this is an online course, students are expected to have regular access to a personal computer (see suggested recommendations at: <http://www.uky.edu/ukit/hardwareguide>), a high speed Internet connection, and speakers (or headset) to complete learning activities.

Required Readings:

Select journal articles and web sites are indicated for each week in the Course Calendar section of the syllabus.

Required Text:

Edhlund BM, McDougall AG. *PubMed Essentials: Mastering the World's Health Research Database, 3rd ed.* Stallarholmen, Sweden: Form & Kunskap AB, 2014

Supplemental Materials:

Handouts will be distributed throughout the course of the semester.

MEDLINE/PubMed Resource Guide

<http://www.nlm.nih.gov/bsd/pmresources.html>

Course Materials:

The primary readings for this course come from the published journal literature. I have included readings within the Course Calendar on the course syllabus. The majority of the articles are available via the Academic Search Complete database. UK Libraries subscribes to Academic Search Complete.

Access the Libraries web page at <http://libraries.uky.edu/>. Select Databases among the navigation buttons just above the middle of the page. Enter Academic Search Complete in the

Title Search box. Select Academic Search Complete. You should be able to locate the articles indicated in the syllabus by using Author, Title, or combination Author/Title searches.

For those articles available from other sources, I have indicated which resource you may obtain them from. If it is a resource outside those to which UK subscribes, I have included a URL for that resource.

If you have trouble locating an article, please let me know.

We will also be reviewing relevant web sites throughout the semester. I have included URL's for these in the Course Calendar.

Some additional resources are available in the Course Content area in a folder for their respective week.

Course Format/Structure:

Because this is a Distance Learning course, students are expected to log onto the course at least two times a week to participate in discussion boards, access information and access and review lectures. Each week's materials may include items like live capture lectures, PowerPoint slides, lecture notes and links to supplemental materials.

Student Evaluation:

Grading Parameters

There will be a series of 6 assignments for the course (including a midterm exam, term paper, and a summary reflection).

Course Assignment Grading

<u>Assignment</u>	<u>Points</u>	<u>Percentage</u>
Class participation	5	5%
MEDLINE Exercises (5)	45	45%
Midterm exam	20	20%
EndNote Library	5	5%
Final paper	20	20%
Reflection paper	5	5%
Total	100	100%

Assignment Descriptions:

Class Participation (5 pts)

Students are expected to participate regularly in this course. This means log in into the course a minimum of two times a week, participating in online discussions (a minimum of ten posts with each worth ½ point over the course of the semester, of at least 100 words in length), completing regular assignments on time. No credit will be given for posts that occur after the week.

MEDLINE Exercises (45 pts; 5 exercises, 9 pts for each exercise)

Throughout the first half of the semester, you will be periodically asked to perform the skills you are reading about. These exercises are meant to give experience actually using the techniques described in your readings or in the PubMed tutorial. At least one example will be provided for each exercise. Specific instructions will be included for each exercise. (SLO 1, 2, 3 & 4)

Midterm (20 pts)

The midterm will evaluate your understanding of the course content up to this point. The midterm will consist of questions that are structured in the same format of the exercises, as well as questions similar to the “Quiz” questions at the end of each section of the PubMed tutorial. It would be in your best interest to take those as practice for the midterm. I will post the midterm (Week 8) and you will have the week to complete it. (Formal due date needed) (SLO 1, 2, 3, & 4)

EndNote Library (5 pts)

This assignment is structured to evaluate how well you understand reference management software, and in particular, EndNote X9. The assignment will include both the construction of an EndNote library as well as a small number of conceptual questions about reference management software. (SLO 4)

Final Paper (20 pts)

In no more than 10 pages, discuss best evidence found in the published literature as it relates to an aspect (e.g., diagnosis, complications, therapy, etc) of a particular disease, condition, or syndrome. Include a review of the relevant literature as well as a detailed description of the disease, condition, or syndrome you selected. Document your search strategy in the paper and how you executed it as well as a list of resources you consulted. Include a justification of the resources you selected (i.e., why do those resources represent best evidence found in the published literature). Your paper should demonstrate the application of concepts covered during the course of the semester. Cite references as appropriate. (SLO 1, 2, 3, 4, & 5)

Reflection Paper (5 pts)

In the assignment, you should reflect upon your information needs and information seeking behavior. In no more than 3 pages, describe how your approach to locating and retrieving information in an electronic environment has changed over the course of the semester (if it has not, simply state so and why). You may also wish to include discussion as to how you anticipate

using electronic information resources in your work and research. You may include discussion of evidence based health care in your paper if you so choose. (SLO 3, 4 & 5)

Grading Scale

90% – 100% = A
80% – 89% = B
70% – 79% = C
60% – 69% = D
0% – 59% = E

Grading Policy

Class assignments are due on or by the due date noted on the individual assignments. The majority of the student's grade is based on the cumulative total received on individual assignments. Late assignments will only be accepted by students who have an excused absence as defined by University policy and stated below.

Class Participation

Regular participation in this class is required. This means logging into the course at least two times each week, staying current with discussion posts, readings and assignments and reviewing all lecture materials posted online.

Submission of Course Assignments

Assignments should be submitted via Canvas.

Again, class assignments are due on or by the due date noted on the individual assignments. The majority of the student's grade is based on the cumulative total received on individual assignments.

Final Exam Information

The final exam will be posted online the last week of classes. It will be due no later than the last day of finals.

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

COURSE CALENDAR

Week	Date	Topic & Readings	Assignments
1	8/28 – 9/3	<p>Introduction Overview of the course Course outline, assignments, exercises, and expectations Text and supplemental materials</p> <p>Reading: Katcher BS. Chapter 1: Origins of MEDLINE and Why it Works the Way it Does. In: <i>MEDLINE: A Guide to Effective Searching in PubMed & Other Interfaces, 2nd ed.</i> San Francisco: The Ashbury Press, 2006. (Supplied by the instructor)</p> <p>Edhlund BM, McDougall AG. Chapter 1: INTRODUCING TO PUBMED AND MEDLINE. In: <i>PubMed Essentials: Mastering the World's Health Research Database, 3rd ed.</i> Stallarholmen, Sweden: Form & Kunskap AB, 2014</p> <p>National Library of Medicine. PubMed Tutorial – Introduction: PubMed Overview, What's in PubMed? Navigating PubMed. Available at: http://www.nlm.nih.gov/bsd/disted/pubmedtutorial/cover.html (You are welcome to take the Quiz at the end of this section of the PubMed Tutorial, and any others, but it will not be graded for this course; they will certainly help with the midterm though.)</p> <p>National Library of Medicine. Fact Sheet: MEDLINE, PubMed, and PMC (PubMed Central): How are they different? Available at: http://www.nlm.nih.gov/pubs/factsheets/dif_med_pub.html</p>	MEDLINE 1 Assigned
2	9/4 – 9/10	<p>Basic Searching</p> <p>Reading: Edhlund BM, McDougall AG. Chapter 2: CONDUCTING A BASIC SEARCH. In: <i>PubMed Essentials: Mastering the World's Health Research</i></p>	MEDLINE 1 Due MEDLINE 2 Assigned

		<p><i>Database, 3rd ed.</i> Stallarholmen, Sweden: Form & Kunskap AB, 2014</p> <p>National Library of Medicine. PubMed Tutorial – Building the Search: How it Works, Building Blocks, Search Tools, Search by Citation, and Search by Field. Available at: http://www.nlm.nih.gov/bsd/disted/pubmedtutorial/cover.html (Skip the section entitled “Filters.” We will cover that in Week 4.)</p>	
3	9/11 – 9/17	<p><i>The Medical Subject Headings (MeSH)</i></p> <p>Reading: Edhlund BM, McDougall AG. Chapter 3: UNDERSTANDING MeSH TERMS. In: <i>PubMed Essentials: Mastering the World’s Health Research Database, 3rd ed.</i> Stallarholmen, Sweden: Form & Kunskap AB, 2014</p> <p>National Library of Medicine. PubMed Tutorial – Understanding the Vocabulary. Available at: http://www.nlm.nih.gov/bsd/disted/pubmedtutorial/cover.html</p> <p>Review: Edhlund BM, McDougall AG. Appendix B-I. In: <i>PubMed Essentials: Mastering the World’s Health Research Database, 3rd ed.</i> Stallarholmen, Sweden: Form & Kunskap AB, 2014</p>	<p>MEDLINE 2 Due</p> <p>MEDLINE 3 Assigned</p>
4	9/18 – 9/24	<p><i>Filters, and additional limiting strategies</i></p> <p>Reading: Edhlund BM, McDougall AG. Chapter 4: CONDUCTING AN ADVANCED SEARCH. In: <i>PubMed Essentials: Mastering the World’s Health Research Database, 3rd ed.</i> Stallarholmen, Sweden: Form & Kunskap AB, 2014</p> <p>Edhlund BM, McDougall AG. Chapter 5: USING FILTERS AND SEARCH TAGS TO GET THE BEST RESULTS. In: <i>PubMed Essentials:</i></p>	<p>MEDLINE 3 Due</p>

		<p><i>Mastering the World's Health Research Database, 3rd ed.</i> Stallarholmen, Sweden: Form & Kunskap AB, 2014</p> <p>National Library of Medicine. PubMed Tutorial – Building the Search: Filters. Available at: http://www.nlm.nih.gov/bsd/disted/pubmedtutorial/cover.html</p>	
5	9/25 – 10/1	<p><i>Framing the question</i> <i>Conducting the reference interview</i></p> <p><i>Reading:</i> Edhlund BM, McDougall AG. Chapter 6: PUBMED SPECIAL QUERIES. In: <i>PubMed Essentials: Mastering the World's Health Research Database, 3rd ed.</i> Stallarholmen, Sweden: Form & Kunskap AB, 2014.</p> <p>Kluegal K, Ross CS. The Reference Interview. <i>Reference & User Services Quarterly</i>. Fall 2003, 43(1): 37-43. Available through Academic Search Complete</p> <p><i>Review:</i> Edhlund BM, McDougall AG. Appendix J. In: <i>PubMed Essentials: Mastering the World's Health Research Database, 3rd ed.</i> Stallarholmen, Sweden: Form & Kunskap AB, 2014</p>	MEDLINE 4 Assigned
6	10/2 – 10/8	<p><i>Managing the results</i> <i>Saving the searches</i> <i>My NCBI</i></p> <p><i>Reading:</i> Edhlund BM, McDougall AG. Chapter 7: TAILORING YOUR WORK WITH MY NCBI. In: <i>PubMed Essentials: Mastering the World's Health Research Database, 3rd ed.</i> Stallarholmen, Sweden: Form & Kunskap AB, 2014</p> <p>Edhlund BM, McDougall AG. Chapter 8: LEVERAGING THE POWER OF REFERENCE LISTS AND REFERENCE HANDLING SOFTWARE. In: <i>PubMed Essentials: Mastering</i></p>	MEDLINE 4 Due MEDLINE 5 Assigned

		<p><i>the World's Health Research Database, 3rd ed.</i> Stallarholmen, Sweden: Form & Kunskap AB, 2014</p> <p>Edhlund BM, McDougall AG. Chapter 9: SAVING YOUR RESEARCH MATERIAL. In: <i>PubMed Essentials: Mastering the World's Health Research Database, 3rd ed.</i> Stallarholmen, Sweden: Form & Kunskap AB, 2014</p> <p>National Library of Medicine. PubMed Tutorial – Managing the Results. Available at: http://www.nlm.nih.gov/bsd/disted/pubmedtutorial/cover.html</p> <p>National Library of Medicine. PubMed Tutorial – Saving the Search. Available at: http://www.nlm.nih.gov/bsd/disted/pubmedtutorial/cover.html</p> <p>National Library of Medicine. PubMed Tutorial – My NCBI. Available at: http://www.nlm.nih.gov/bsd/disted/pubmedtutorial/cover.html</p>	
7	10/9 – 10/15	<p><i>Alternative Interfaces to MEDLINE</i></p> <p><i>Reading:</i></p> <p>Bradley S, Giustini D. GoPubMed versus PubReMiner for analyzing PubMed search results: A head to head comparison of two free web “data mining” tools. 2011 CHLA/ABSC Conference, Calgary, Alberta. Available at: http://hlwiki.slais.ubc.ca/index.php/Bradley_S_Giustini_D_GoPubMed_versus_PubReMiner_for_analyzing_PubMed_search_results:_a_head_to_head_comparison_of_two_free_web_%E2%80%99data_mining%E2%80%99_tools._2011_CHLA/ABSC_Conference,_Calgary,_Alberta.</p>	MEDLINE 5 Due

		<p>Conner E. PubMed Search Interface Alternatives: A Descriptive Comparison. <i>Journal of Electronic Resources in Medical Libraries</i>. 2010; 7(2): 126-134. Available through UK Libraries</p> <p>Review:</p> <p>PubMed PubReMiner http://hgserver2.amc.nl/cgi-bin/miner/miner2.cgi</p> <p>BabelMeSH https://babelmesh.nlm.nih.gov/</p> <p>SLIM v.2 https://pmi.nlm.nih.gov/slim/</p> <p>Anne O’Tate http://arrowsmith.psych.uic.edu/cgi-bin/arrowsmith_uic/AnneOTate.cgi</p> <p>HubMed http://git.macropus.org/hubmed/</p> <p>Edhlund BM, McDougall AG. Chapter 11: USING PUBMED APPS & WEB TOOLS. In: <i>PubMed Essentials: Mastering the World’s Health Research Database, 3rd ed.</i> Stallarholmen, Sweden: Form & Kunskap AB, 2014</p>	
8	10/16 – 10/20	Midterm exam	
	10/21 – 10/22	Fall Break	
9	10/23 – 10/29	<p>EndNote and its Alternatives Final paper assignment distributed and discussed</p> <p>Reading: Clarivate Analytics. EndNote X9: The EndNote Guided Tour Available at: http://clarivate.libguides.com/endnote_training/users/enx9</p> <p>Gall C, Brahma FA. Retrieval comparison of EndNote to search MEDLINE (Ovid and PubMed)</p>	EndNote Library Assigned

		<p>versus searching them directly. Medical Reference Services Quarterly. 2004 Fall; 23(3): 25-32. Available through UK Libraries</p> <p>Review relevant web sites: Comparison of reference management software http://en.wikipedia.org/wiki/Comparison_of_reference_management_software</p> <p>Mendeley resources http://resources.mendeley.com/</p> <p>Zotero resources https://www.zotero.org/about/ https://www.zotero.org/support/screencast_tutorials</p>	
10	10/30 – 11/5	<p>Using Google and Google Scholar for health science literature</p> <p>Reading: Bramer VM, Giustini D, Kramer BM, Anderson P. The comparative recall of Google Scholar versus PubMed in identical searches for biomedical systematic reviews: A review of searches used in systematic reviews. Systematic Reviews. 2013 Dec; 2:115. Available at: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3882110/</p> <p>How to search on Google https://support.google.com/websearch/answer/134479?hl=en</p> <p>Google Search http://en.wikipedia.org/wiki/Google_Search</p>	
11	11/6 – 11/12	<p>Complementary & Alternative Medicine on PubMed</p> <p>Reading: National Center for Complementary and Alternative Medicine (NCCAM). CAM on PubMed. (Sample Searches, and Background Information)</p>	EndNote Library Due

		<p>Available at: http://nccam.nih.gov/research/camonpubmed</p> <p>Review: National Center for Complementary and Alternative Medicine (NCCAM). http://nccam.nih.gov/</p>	
12	11/13 – 11/19	<p><i>TOXNET: Toxicology Data Network</i></p> <p>Reading: Fowler S, Schnall JG. TOXNET: Information on Toxicology and Environmental Health. American Journal of Nursing. 2014 Feb; 114(2): 61-63. Available through UK Libraries</p> <p>National Library of Medicine. Fact Sheet: TOXNET: Toxicology Data Network Available at: http://www.nlm.nih.gov/pubs/factsheets/toxnetfs.html</p> <p>Review: Learn to Use TOXNET (Give special attention to the “Topics of Interest” on the left panel) http://sis.nlm.nih.gov/enviro/manuals.html</p> <p>TOXNET and Beyond: Using the National Library of Medicine Environmental Health and Toxicology Portal (Browse only) Available at: http://sis.nlm.nih.gov/enviro/toxnet_manual.pdf</p>	
13	11/20 – 11/26	<p><i>Consumer Health Information Household Products</i></p> <p>Reading: MedlinePlus: Frequently Asked Questions http://www.nlm.nih.gov/medlineplus/faq/faq.html</p> <p>Marill JL, Miller N, Kitendaugh P. The MedlinePlus public user interface: studies of design challenges and opportunities. Journal of the Medical Library Association. 2006 Jan; 94(1): 30-40.</p>	

		<p>Available at: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1324769/</p> <p>Household Products Database: About Household Products Database http://hpd.nlm.nih.gov/about.htm</p> <p>Review: MedlinePlus http://www.nlm.nih.gov/medlineplus/</p> <p>Household Products Database http://hpd.nlm.nih.gov/index.htm</p>	
14	11/27 – 12/3	Thanksgiving	
15	12/4 – 12/10	<p>Systematic Reviews Evidence-based medicine</p> <p>Reading: Grant MJ, and Both A. A typology of reviews: An analysis of 14 review types and associated methodologies. Health Information and Libraries Journal. 2009 Jun; 26(2): 91-108. Available through UK Libraries</p> <p>The Cochrane Collaboration. About Us Available at: https://www.cochrane.org/about-us</p> <p>Moher D, Liberati A, Tetzlaff J, Altman DG, PRISMA Group. Preferred reporting items for systematic reviews and meta-analyses: the PRISMA statement. PLoS Med. 2009 Jun; 6(7): e1000097. Available at: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2707599/</p> <p>Review: The Cochrane Collaboration: About Cochrane Reviews http://www.cochranelibrary.com/about/about-cochrane-systematic-reviews.html</p>	Reflection Paper Assigned

		Cochrane Handbook for Systematic Reviews of Interventions http://handbook.cochrane.org/	
16	12/11 – 12/13	<i>Wrap up</i>	Reflection Paper Due
	12/13	<i>Last Day of Class</i>	Final Paper Due
	12/20	<i>End of Fall Semester</i>	

COURSE POLICIES

Absences

In an online course, there can still be excused absences. If you are ill or have an otherwise excusable absence, I will not deduct points for failure to participate in a given week, or I can extend deadlines for projects and assignments.

Students need to notify the instructor of absences prior to class when possible. Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the instructor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud.

Ombud contact information: 859-257-3737

http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php

Students are strongly encouraged to withdraw from the class if more than 20% of the scheduled classes for the semester are missed per university policy. Please reference the definition of excused absences in the current edition of Student Rights and Responsibilities or on the web at: [Student Rights and Responsibilities](#)

Per Senate Rule 5.2.4.2, students missing any graded work due to an excused absence are responsible: for 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 for making up the missed work. The instructor must 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.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others

need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of Senate Rules) states that 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.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please contact me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:

<https://ci.uky.edu/sis/sites/default/files/policies.pdf>.

Submission of Assignments

Assignments are to be submitted in Canvas in the assignment folder. Acceptable formats are: doc, docx, pdf, ppt, xls, xlsx, txt, odt, ott, ods, ots, odf, rtf. If you must submit an assignment after their published due dates, contact the instructor. Penalties for late submissions will be specified in each assignment's rubric, but generally entails 10% of the possible points being lost each day that the assignment is late. If you have technical difficulties that preclude submitting your assignment on time, please contact the instructor immediately.

Classroom Civility, Diversity, and Inclusivity

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. In order to provide the rigorous debate and examination of ideas necessary for learning, civility is required, though debate is both a necessary and expected aspect of this course.

The College of Information and Communication’s mission is: “We are a community of scholars, educators, and advisors who prepare information professionals to be leaders and change agents in meeting the needs of a diverse and evolving society.” Thus, this course embraces diversity, professionalism, and inclusivity, even as it aims to support enlightened truth-seeking. Debate will occur within this framework. Students have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2).

Equally, the instructor has the right – and the responsibility – to ensure that all academic discourse occurs in a context characterized by respect and civility. The course content and the course environment are dedicated to an understanding of and acceptance of all people. Disparaging remarks in relation to others’ ethnic or racial background, sex, sexual orientation, age, disability, socioeconomic background, etc., will not be tolerated.

Professional Preparation

In a professional preparation program it is necessary to begin to understand one’s ethical duties within the context of the profession. In this course, the ALA Code of Ethics and the ACM Code of Ethics act as guidelines for our professional behavior and students are encouraged to study them.

<http://www.ala.org/tools/ethics>

<https://www.acm.org/about-acm/acm-code-of-ethics-and-professional-conduct>

Withdrawal Policy

It is your responsibility to drop a course. Failure to do so will result in receiving an "E". See the Academic Calendar for important dates:

<http://www.uky.edu/registrar/fall-2018-semester>

COURSE RESOURCES

Technology

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students:

<https://download.uky.edu/>

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

Information Technology Customer Service Center (UKIT)

859-218-4357

<http://www.uky.edu/its/>

Canvas

We will use the Canvas learning management system to perform some course management and administrative functions. Please visit <https://uk.instructure.com/> to learn about this system and the login requirements. You should be automatically added to the Canvas roll; if this goes as expected, you will not have to sign up manually for the course.

Canvas help is available online through the Canvas Guides:

<https://community.canvaslms.com/community/answers/guides/>

Library Services & Distance Learning Services

If you have any questions or need assistance with Distance Learning Library Services, please contact the Distance Learning Librarian.

Carla Cantagallo

carla@uky.edu

2-2, North Wing, 2nd floor, Young Library

Lexington, KY 40506-0456

(859) 218-1240

<http://libraries.uky.edu/DLLS>

The School of Information Science has a page with a comprehensive list of technology resources here:

<http://ci.uky.edu/sis/students/techtips> For more resources about online classes and student resources, visit

<http://www.uky.edu/ukonline/>

Writing Center

UK Writing Center offer both face-to-face and online consultation. And they also provide e-Tutoring consultation, via which you can send your work as an attachment). I highly encourage use of the Writing

Center, even if you are an excellent writer. Details can be found here: <http://ukwrite.wordpress.com/>

Military Members and Veterans

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit <http://www.uky.edu/veterans> for more available resources.
