Course Description
This course will provide students with a foundation in the history and development of consumer health information seeking in addition to practical experience in locating, evaluating, and providing health information to diverse and special populations within educational and healthcare settings. Students will gain an understanding of the lifecycle of consumer health information - from policy development, to creation, to dissemination, and use – and the role of healthcare professionals in providing that information. Current issues and trends, as well as future directions in consumer health information provision and health information seeking will be discussed.

Prerequisites
There are no prerequisites for this course.

Student Learning Outcomes
Upon successful completion of this course, the student will:

1) Understand the historical origins of consumerism and the use of consumer health information including implications of consumerism within the managed care environment as well as digital environments;
2) Recognize the role of regional, national, and international agencies in the provision of consumer health information. Includes professional and government organizations, policy-making bodies, and cooperative efforts for consumer education and health promotion and research;
3) Identify, select, use, and evaluate print, multimedia, and electronic resources for consumer health information;
4) Identify, select, use, and evaluate health information resources for special populations and environments including; alternative and complementary therapies, resources for chronic disease, gender and age-related tools, resources for caregivers, and health information for minority and ethnic groups; and,
5) Explore trends in consumer health informatics related to user education, knowledge management, and research and development.

Course goals or objectives: This course is designed to provide an overview of consumer health information resources for use in public, educational, and healthcare settings.
Required Materials


In addition, selected journal articles and websites, either available through UK Libraries or provided by the instructor, will be required throughout the semester.

Supplemental Materials:
Handouts will be distributed throughout the course of the semester.
For some weeks, web sites will be listed under “Review relevant web sites”

Course Materials:
The primary readings for this course come from the published journal literature. I have included a Readings page for each week. They can also be found in 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/](http://libraries.uky.edu/). Select Databases among the navigation buttons just above the middle of the page. Enter Academic Search Complete in the 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 or a file to download in Canvas.

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 URLs for these and they will be

Course Assignment Grading
A detailed description of each assignment follows the Course Calendar.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>45</td>
<td>45%</td>
</tr>
<tr>
<td>Midterm</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Health literacy evaluation</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Term paper</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Reflection paper</td>
<td>5</td>
<td>5%</td>
</tr>
</tbody>
</table>

Total                                    100     100%
Summary Description of Course Assignments

Class Participation: Students are expected to participate regularly in this course. This means logging into the course a minimum of three 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), and completing regular assignments on time.

Portfolio: The Portfolio will ultimately be a collection of consumer health information on a variety of conditions patient navigators are most likely to encounter. Each Portfolio entry should include information suitable for the population described OR information for caregivers of that population. Each entry should include 2 sources; for 1 source, please critically evaluate the information for accuracy, authority, bias/objectivity, currency/timeliness, and coverage.

Midterm: The midterm will evaluate your understanding of the course content up to this point, with particular attention given to the history of the consumer health information movement and health information seeking. I will post the midterm March 6th (the beginning of Week 9); it will be due by 11:59pm on March 10th. It will consist of 5 essay questions, you will choose three to answer. I expect one page, double-spaced per question; 12 pt Times New Roman font. References may be needed to answer some questions. Please include a bibliography in a citation style of your choosing, but please be consistent.

Health Literacy Evaluation: Students will be provided content produced by the Centers for Disease Control and Prevention. Students will evaluate, and make suggestions to improve, the content and manner in which the information is being disseminated. Between one and two pages, double-spaced, is required. You may want to utilize a readability test (see the link in Week 5’s “Review relevant websites”) but keep in mind, health literacy is not only about readability, there other factors to consider.

Term Paper: For your term paper/project, you are to conduct a health reference interview with someone who needs health information. In your paper, you will describe the information need and the reference interview. Please keep your person anonymous in your report. Include both the strategy you used to locate the information, and your results. You will also design a pathfinder or resource guide (more information on these will follow) on the topic that will include key portals, specific web sites, books, magazine articles, self-help groups and any other consumer health information that would be of interest to your person. The report on the interview, search strategy, and results should be 2 pages, double-spaced (again, 12 pt font, Times New Roman). The pathfinder or resource guide should be between 10 and 20 resources, each with annotations. You may be creative with the format of your pathfinder or resource guide, but please include citations and be consistent.

Reflection Paper: The purpose of this exercise is to reinforce the concepts learned and (re)frame your understanding of consumer health information seeking and resources. In no more than 3 pages, describe how your approach to locating and retrieving information for yourself or others 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 course concepts, themes, or resources in your work and research.

Course Grading

90% – 100% = A (Exceptional Achievement)
80% – 89% = B (High Achievement)
70% – 79% = C (Average Achievement)
0% – 69% = E (Failing)

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 with prior approval from the instructor.

Class Participation

Students are expected to participate regularly in this course. This means log in into the course a minimum of three 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), and completing regular assignments on time.

Submission of Course Assignments

Assignments should be submitted through Canvas unless otherwise posted in the Assignment description. Assignments are due on or before 11:59pm on the last day of the Week they are due. For example, Portfolio Entry 1 is due on Week 5, which runs 2/6 - 2/12. Therefore, the assignment is due on or before 11:59pm on 2/12.

Late assignments will be receive an immediate 10% deduction. For students with an excused absence, as defined by University policy and stated below, late assignments will be due by the date requested by the instructor. Students with an excused absence have one week to contact the instructor to make arrangements for late assignments. For each week beyond this, the assignment will be consider late and 10% of the grade will be subtracted from the total grade for the assignment.

Final Exam Information

Instead of a final exam, students will be responsible for a term paper (description included in the Assignments document). The term paper will be due on or before 11:59pm April 23rd (end of Week 15)

Midterm Grade

Midterm grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/registrar/calendar).
COURSE POLICIES

Excused Absences
Students need to notify the professor 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, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

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 (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

In situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the class periods scheduled for the semester, students are strongly encouraged to withdraw (take a “W”) from the class as per university policy. If a student has excused absences in excess of one-fifth of the class contact hours for that course, the student shall have the right to receive a ‘W’, or the Instructor of Record may award an ‘I’ for the course if the student declines to receive a ‘W.’

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 professor 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 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 (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/DisabilityResourceCenter.

Non-Discrimination Statement and Title IX Information
The University of Kentucky faculty are committed to supporting students and upholding the University's non-discrimination policy.

Discrimination is prohibited at UK. If you experience an incident of discrimination we encourage you to report it to Institutional Equity & Equal Opportunity (IEEO) Office, 13 Main Building, (859) 257-8927.

Acts of Sex- and Gender-Based Discrimination or Interpersonal Violence
If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, the Violence Intervention and Prevention (VIP) program (Frazee Hall – Lower Level; http://www.uky.edu/StudentAffairs/VIPCenter/), the Counseling Center (106 Frazee Hall, http://www.uky.edu/StudentAffairs/Counseling/), and the University Health Services (http://ukhealthcare.uky.edu/uhs/student-health/) are confidential resources on campus.

Technology Information & Resources
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://iweb.uky.edu/MSDownload/.

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

Teaching and Academic Support (TASC)
http://www.uky.edu/TASC/; 859-257-8272

Information Technology Customer Service Center (UKIT)
http://www.uky.edu/UKIT/; 859-257-1300

Library Services
Distance Learning Services
http://libraries.uky.edu/DLLS
Carla Cantagallo, Distance Learning Librarian
Phone number: (859) 218-1240
Email: carla@uky.edu
Distance Learning Library Services FAQs:
IS-ICT 327: CONSUMER HEALTH INFORMATION SEEKING

http://libraries.uky.edu/page.php?lweb_id=954
Interlibrary Loan
http://libraries.uky.edu/ILL
COURSE CALENDAR

Week 1 (1/9 - 1/15)
Introduction.
Overview of the course.
Course outline, assignments, exercises, and expectations.
Text and supplemental materials.
Consumerism and the health care environment: historical overview and current trends and issues.
Consumer health information (CHI) overview.

READING:
Huber JT, Gillaspy ML. Knowledge/Power Transforming the Social Landscape: The Case of the Consumer Health Information Movement. Library Quarterly. 81(4), October 2011, 405-430.
Available via Academic search complete database.


Week 2 (1/16 - 1/22)
Health information seeking – Part 1

READING:


RECOMMENDED:

Week 3 (1/23 - 1/29)
Needs assessments
Collection development
General health books, clearinghouses, and resources

Review relevant websites:
MedlinePlus  
http://www.nlm.nih.gov/medlineplus/  

HealthFinder  
www.healthfinder.gov  

Doody’s Review Service  
http://www.doody.com/drs/  

READING:  


PORTFOLIO ASSIGNED  
PORTFOLIO ENTRY 1 ASSIGNED, DUE WEEK 5  

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Week 4 (1/30 - 2/5)  
Provision of CHI resources and services.  
Professional organizations  
Government agencies/entities  

Review relevant websites:  
National Library of Medicine  

National Health Information Center  
http://www.health.gov/nhic/  

National Commission for Health Education Credentialing  
http://www.nchec.org/  

American Hospital Association’s Consumer Information  
http://www.aha.org/research/rc/links/consumer-index.shtml  

Medical Library Association  
http://www.mlanet.org
Medical Library Association Consumer Health Information Specialization Program
http://www.mlanet.org/education/chc/

Consumer and Patient Health Information Section (CAPHIS), Medical Library Association
http://caphis.mlanet.org/

READING:

RECOMMENDED:


TERM PAPER/PROJECT ASSIGNED, DUE WEEK 15

Week 5 (2/6 - 2/12)
Evaluating consumer health information

Review relevant websites:
HON Code of Conduct (HONcode) for medical and health Web sites
http://www.hon.ch/HONcode/Conduct.html (contains audio files)
http://www.ihealthcoalition.org/ethics/code-foundations.html

http://www.mlanet.org/resources/userguide.html

Evaluating health websites
http://nnlm.gov/outreach/consumer/evalsite.html

How to spot a ‘quacky’ website
http://www.quackwatch.org/01QuackeryRelatedTopics/quackweb.html

How to evaluate health information on the Internet
http://www.fda.gov/oc/opacom/evalhealthinfo.html
How To Evaluate Health Information on the Internet: Questions and Answers

Web site application drill (an interactive evaluation form)
http://www.health.gov/scipich/IHC/webdrill.htm

Wikipedia article on readability tests
http://en.wikipedia.org/wiki/Category:Readability_tests

PORTFOLIO ENTRY 1 DUE

Week 6 (2/13 - 2/19)
Health Information Seeking – Part 2


PORTFOLIO ENTRY 2 ASSIGNED, DUE WEEK 7

Week 7 (2/20 - 2/26)
Health literacy

Review relevant websites:
Consumer Health Information in Many Languages Resources
http://nnlm.gov/outreach/consumer/multi.html

Health Information Literacy
http://www.mlanet.org/resources/healthlit/

READING:

RECOMMENDED:


PORTFOLIO ASSIGNMENT 2 DUE
HEALTH LITERACY EVALUATION ASSIGNED, DUE WEEK 8

Week 8 (2/27 - 3/5)
Consumer health informatics
Health Information Seeking – Part 3 (Not included on midterm)

READING:
Eysenbach G, Jadad AR. Evidence-Based Patient Choice and Consumer Health Informatics in the Internet Age. Journal of Medical Internet Research. 3(2), (2001), e19. Available at:
http://www.jmir.org/2001/2/e19/


PORTFOLIO ENTRY 3 ASSIGNED, WEEK 9

Week 9 (3/6 - 3/12)
Midterm
No readings
PORTFOLIO ENTRY 3 DUE
PORTFOLIO ENTRY 4 ASSIGNED, DUE WEEK 11

Week 10 (3/11 - 3/19)
Spring Break
No readings
Week 11 (3/20 - 3/26)
e-Health

Review relevant websites:
Pew Research – Internet Project: Health and Technology in the U.S.
http://www.pewinternet.org/2013/12/04/health-and-technology-in-the-u-s/

HealthIT.gov – Consumer eHealth Program
http://www.healthit.gov/policy-researchers-implementers/consumer-ehealth-program

Organized Wisdom
http://www.organizedwisdom.com

PatientsLikeMe
http://www.patientslikeme.com

Everyday Health
http://www.everydayhealth.com

READING:

Eysenbach G. What is e-Health? Journal of Medical Internet Research. 3(2), (2001), e20 Available at: http://www.jmir.org/2001/2/e20/

RECOMMENDED

PORTFOLIO ENTRY 4 DUE
PORTFOLIO ENTRY 5 ASSIGNED, DUE WEEK 12

Week 12 (3/27 - 4/2)
Social Media

Review relevant websites:
Top Social Media Sites in Medicine
http://hlwiki.slais.ubc.ca/index.php/Top_Social_Media_Sites_in_Medicine

Zombie Preparedness
http://www.cdc.gov/phpr/zombies.htm

READING:


Marsh W (Reuters) CDC “Zombie Apocalypse” Disaster Campaign Crashes Website. Available at: http://www.reuters.com/article/2011/05/19/us-zombies-idUSTRE74I7H420110519

PORTFOLIO ENTRY 5 DUE

Week 13 (4/3 - 4/9)
Diverse user populations
Cultural Sensitivity

READING:


RECOMMENDED:


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**Week 14 (4/10 - 4/16)**

Complementary and alternative medicine

Review relevant websites:
National Center for Complementary and Alternative Medicine
http://nccam.nih.gov/

Complementary and Alternative Medicine, New York Online Access to Health (NOAH)

Snake Oil? Scientific Evidence for Health Supplements
http://www.informationisbeautiful.net/2010/snakeoil-scientific-evidence-for-health-supplements/
Be sure to play with the interactive version of the visualization

READING:


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Patient Bill(s) of Rights
Ethical issues and considerations

Review examples of Patient Bill(s) of Rights:
The Patient Care Partnership (American Hospital Association)  

The Patient’s Bill of Rights (American Cancer Society)  
http://www.cancer.org/docroot/MIT/content/MIT_3_2_Patients_Bill_Of_Rights.asp

The Patient’s Bill of Rights in Medicare and Medicaid (US Department of Health and Human Services)  
http://www.hhs.gov/ociio/regulations/patient/

READING:  


FINAL PAPER DUE  
REFLECTION PAPER ASSIGNMENT DISTRIBUTED, DUE WEEK 16

Week 16 (4/24 - 4/30)  
Reflection paper due.  
Future directions.  
Student evaluations of course.

READING:  

REFERENCE PAPER ASSIGNMENT DUE