

IS-ICT 327  
Consumer Health Information Seeking

**Instructor:** Mr. Robert M Shapiro II, MALS  
**Office Address:** 317 Lucille Little Fine Arts Library  
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**Office Phone:** 859-218-2297  
**Office hours:** Tuesday and Thursday, 9:00am-11:00am

**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**

Johnson JD, Case DO. *Health Information Seeking*. New York: Peter Lang, 2012.

Spatz M (ed). *The Medical Library Association Guide to Providing Consumer and Patient Health Information*. Lanham, MD: Rowman & Littlefield/ Medical Library Association, 2014. 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/>. 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.

<u>Assignment</u>	<u>Points</u>	<u>Percentage</u>
Class participation	5	5%
Portfolio	45	45%
Midterm	20	20%
Health literacy evaluation	5	5%
Term paper	20	20%
Reflection paper	5	5%
<b>Total</b>	<b>100</b>	<b>100%</b>

### **Summary Description of Course Assignments**

**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.

**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](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](mailto: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](mailto:carla@uky.edu)

Distance Learning Library Services FAQs:

[http://libraries.uky.edu/page.php?lweb\\_id=954](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, Gillaspay 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.

Spatz M. History of Consumer and Patient Health Librarianship. *In The Medical Library Association Guide to Providing Consumer and Patient Health Information*. Edited by Michelle Spatz. Lanham, Maryland: Medical Library Association/Rowman & Littlefield, 2014

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### **Week 2 (1/16 - 1/22)**

Health information seeking – Part 1

#### READING:

Johnson JD, Case DO. Introduction to Health Information Seeking. In *Health Information Seeking*. New York: Peter Land Publishing, Inc., 2012.

Johnson JD, Case DO. Information Fields and Carriers. In *Health Information Seeking*. New York: Peter Land Publishing, Inc., 2012.

#### RECOMMENDED:

Johnson JD. Health Information Seeking Behaviors: Have Technological Advances Changed Health Information Seeking for Patients and Providers? In *Introduction to References Sources in the Health Sciences*. Compiled and edited by Jeffrey T. Huber and Susan Swogger. Updated, Revised, and Expanded. Chicago: Medical Library Association/Neal-Schuman Publishers, 2014.

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### **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](http://www.healthfinder.gov)

Doody's Review Service

<http://www.doody.com/drs/>

READING:

Dettmar N. Where to Start? Needs Assessment. In: Spatz M (ed). *The Medical Library Association Guide to Providing Consumer and Patient Health Information*. Lanham, MD: Rowman & Littlefield/ Medical Library Association, 2014.

Gillaspy ML, and Pranic MO. Consumer Health Sources. In: Introduction to Reference Sources in the Health Sciences. Compiled and Edited by Jeffrey T. Huber and Susan Swoger. 6<sup>th</sup> edition, Updated, Revised, and Expanded. New York: Medical Library Association/Neal-Schuman Publishers, 2014.

**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

<http://www.nlm.nih.gov>

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:

Dickenson N, Huddleston C, Johnson J, Kumagai G, and Lopez E. Health Reference Service. In: Spatz M (ed). *The Medical Library Association Guide to Providing Consumer and Patient Health Information*. Lanham, MD: Rowman & Littlefield/ Medical Library Association, 2014.

RECOMMENDED:

Crespo J. Training the Health Information Seeker: Quality Issues in Health Information Web Sites. *Library Trends*. 53(2), (Fall 2004), 360-374.

Available via Academic search complete database.

Marill J, Miller N, Kitendau P. The MedlinePlus Public User Interface: Studies of Design Challenged and Opportunities. *Journal of the Medical Library Association*. 94(1), (Jan 2006), 30-40.

Available via Academic search complete database.

***TERM PAPER/PROJECT ASSIGNED, DUE WEEK 15***

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**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>

Evaluating health websites: Content evaluation guidelines (part of 'A User's Guide to Finding and Evaluating Health Information on the Web' – scroll down)

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

Evaluating health websites

<http://nmlm.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

<http://www.cancer.gov/cancertopics/factsheet/Information/internet>

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](http://en.wikipedia.org/wiki/Category:Readability_tests)

### ***PORTFOLIO ENTRY 1 DUE***

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#### **Week 6 (2/13 - 2/19)**

Health Information Seeking – Part 2

Johnson JD, Case DO. Strategies for Seekers (and Non-Seekers). In *Health Information Seeking*. New York: Peter Land Publishing, Inc., 2012.

Johnson JD, Case DO. Strategies for Health Professionals. In *Health Information Seeking*. New York: Peter Land Publishing, Inc., 2012.

### ***PORTFOLIO ENTRY 2 ASSIGNED, DUE WEEK 7***

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#### **Week 7 (2/20 - 2/26)**

Health literacy

Review relevant websites:

Consumer Health Information in Many Languages Resources

<http://nmlm.gov/outreach/consumer/multi.html>

Health Information Literacy

<http://www.mlanet.org/resources/healthlit/>

READING:

Huber JT, Shapiro II RM, Gillaspay ML. Top Down Versus Bottom Up: The Social Construction of the Health Literacy Movement. *Library Quarterly*. 82(4), (Oct. 2012), 429-451.

Available via Academic search complete database.

Baker LM, Gollop CJ. Medical Textbooks: Can Lay People Read and Understand Them?

*Library Trends*. 53(2), (Fall 2004), 336-347.

Available via Academic search complete database.

RECOMMENDED:

Health Literacy: A Prescription to End Confusion. Editors Lynn Nielsen-Bohlman... [et al]; Committee on Health Literacy, Board on Neuroscience and Behavioral Health, Institute of Medicine. Washington, DC: The National Academic Press, 2004.

Parker R, Kreps GL. Library Outreach: Overcoming Health Literacy Challenges. Journal of the Medical Library Association. 93(4 Suppl), (Oct 2005), S81-S85.  
Available via Academic search complete database.

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

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**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/>

Johnson JD, Case DO. Outcomes of Information Seeking. In *Health Information Seeking*. New York: Peter Land Publishing, Inc., 2012.

***PORTFOLIO ENTRY 3 ASSIGNED, WEEK 9***

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**Week 9 (3/6 - 3/12)**

Midterm

No readings

***PORTFOLIO ENTRY 3 DUE***

***PORTFOLIO ENTRY 4 ASSIGNED, DUE WEEK 11***

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**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:

Rios G, and O’Hagan E. Consumer- and Patient-Friendly Technology: Today and Tomorrow. In: Spatz M (ed). *The Medical Library Association Guide to Providing Consumer and Patient Health Information*. Lanham, MD: Rowman & Littlefield/ Medical Library Association, 2014.

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

Eysenbach G, Powell J, Rizo C, Stern A. Health Related Virtual Communities and Electronic Support Groups. *BMJ*. 328(7449), (May 15 2004), 1166.

Available via PubMed at:

<http://www.ncbi.nlm.nih.gov/sites/entrez?db=PubMed>

***PORTFOLIO ENTRY 4 DUE***

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

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**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](http://hlwiki.slais.ubc.ca/index.php/Top_Social_Media_Sites_in_Medicine)

Zombie Preparedness

<http://www.cdc.gov/phpr/zombies.htm>

READING:

Kraft MA. Social Media for Health Consumers and Patients. In: Spatz M (ed). *The Medical Library Association Guide to Providing Consumer and Patient Health Information*. Lanham, MD: Rowman & Littlefield/ Medical Library Association, 2014.

Miller AS. The Zombie Apocalypse: The Viral Impact of Social Media Marketing on Health. *Journal of Consumer Health on the Internet*, 17(4), Oct-Dec 2013, 362-8.  
Available in the Course Content Folder. (Need to ILL)

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***

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#### **Week 13 (4/3 - 4/9)**

Diverse user populations  
Cultural Sensitivity

READING:

Stahl L. Meeting the Needs of Diverse Groups: Children, Teens, LGBT, and Patients with Low Literacy. In: Spatz M (ed). *The Medical Library Association Guide to Providing Consumer and Patient Health Information*. Lanham, MD: Rowman & Littlefield/ Medical Library Association, 2014.

Alpi KM, Bibel BM. Meeting the Health Information Needs of Diverse Populations. *Library Trends*. 53(2), (Fall 2004), 268-282.  
Available via Academic search complete database.

McCloskey D. Cultural Sensitivity and Health Information Resources and Services. In: Spatz M (ed). *The Medical Library Association Guide to Providing Consumer and Patient Health Information*. Lanham, MD: Rowman & Littlefield/ Medical Library Association, 2014.

RECOMMENDED:

Detlefsen EG. Where Am I to Go? Use of the Internet for Consumer Health Information by Two Vulnerable Communities. *Library Trends*. 53(2), (Fall 2004), 283-300.  
Available via Academic search complete database.

Allen M, Matthew S, Boland MJ. Working with Immigrant and Refugee Populations: Issues and Hmong Case Study. *Library Trends*. 53(2), (Fall 2004), 301-328.  
Available via Academic search complete database.

Chu A, Huber J, Mastel-Smith B, Cesario S. "Partnering with Senior for Better Health": Computer Use and Internet Health Information Retrieval Among Older Adults in a Low Socioeconomic Community. *Journal of the Medical Library Association*. 97(1), (January 2009), 12-20. Available via PubMed at: <http://www.ncbi.nlm.nih.gov/pubmed>

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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)  
<http://www.noah-health.org/en/alternative/>

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:

Crawford GA. Complementary and Alternative Medicine. *Reference & User Services Quarterly*. 42(4), (Summer 2003), 296-306.

Available from Library Literature and Information Science Full Text database.

Nims JK. Complementary and Alternative Medicine. An Overview of Nontraditional Medicine on the Web. *College & Research Libraries News*. 63(8), (S 2002), 576-579, 589, 599.

Available via Library Literature and Information Science Full Text database.

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**Week 15 (4/17 - 4/23)**

Patient Bill(s) of Rights

Ethical issues and considerations

Review examples of Patient Bill(s) of Rights:

The Patient Care Partnership (American Hospital Association)

<http://www.aha.org/aha/issues/Communicating-With-Patients/pt-care-partnership.html>

The Patient's Bill of Rights (American Cancer Society)

[http://www.cancer.org/docroot/MIT/content/MIT\\_3\\_2\\_Patients\\_Bill\\_Of\\_Rights.asp](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:

Bibel B, and Spatz M. Ethical Issues in Providing Consumer and Patient Health Information. In: Spatz M (ed). *The Medical Library Association Guide to Providing Consumer and Patient Health Information*. Lanham, MD: Rowman & Littlefield/ Medical Library Association, 2014.

Dyer DA. Ethical Challenges of Medicine and Health on the Internet: A Review. 3(2), (2001), e23. Available at: <http://www.jmir.org/2001/2/e23/>

***FINAL PAPER DUE***

***REFLECTION PAPER ASSIGNMENT DISTRIBUTED, DUE WEEK 16***

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**Week 16 (4/24 - 4/30)**

Reflection paper due.

Future directions.

Student evaluations of course.

READING:

Johnson JD, Case DO. Summing Up: Information Seeking in the Information Age. In *Health Information Seeking*. New York: Peter Land Publishing, Inc., 2012.

***REFLECTION PAPER ASSIGNMENT DUE***