INLS 490-202
Health Information Sharing in Social Media
Tuesdays 2-4:45pm, Manning 304

Instructor:
Annie T. Chen
atchen@email.unc.edu
SILS Library
Office hours Tu1-2pm or by appointment

Course Description:
This course is intended to provide an overview of health information sharing using social media. It will cover a variety of types of social media, including social networking sites, blogs, online support groups, YouTube and Twitter. Students will be asked to consider the perspectives of various stakeholders in health-related social media exchanges, such as health information consumers (i.e. patients, caregivers, family and friends), health care providers, health information services, insurance companies, pharmaceutical companies and others. Lastly, the course will discuss benefits/drawbacks of health information exchange over social media and examine how application design can affect user experience of health information exchange.

Learning Objectives:
Upon completion of the course, students should be able to do the following:

• Describe different ways in which health information is shared across social media platforms.
• Explain how different persons, organizations or groups may have a stake in health information sharing and discuss how their respective actions/positions may influence others.
• Discuss critical issues involving health information sharing using social media and explain possible benefits and/or drawbacks to health information sharing.
• Be able to apply what you’ve learned to the design of social media applications that may be used to support health information exchange.

Course Expectations:
Students are expected to come to class and arrive on time. Please let me know if you are not going to be in class. Repeated absences or tardiness will affect your participation grade. In addition, students should read the assigned readings before the class session, think critically, and come ready to participate in discussion. You are welcome to use laptops for class-related activities. Students are expected to abide by the Honor Code. For more information about the Honor Code, please visit http://honor.unc.edu.
Assessment:

Your final grade will be based of the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>15%</td>
</tr>
<tr>
<td>Health-related online community presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Social media collection and analysis</td>
<td>30%</td>
</tr>
<tr>
<td>Health context analysis</td>
<td>25%</td>
</tr>
<tr>
<td>Term project</td>
<td>20%</td>
</tr>
</tbody>
</table>

Late assignments will be penalized by 5% for each day they are late. Please discuss with me in advance if you will have a problem submitting an assignment on the day it is due.

**Attendance and participation (15%)**

Students are expected to read the assigned readings for each class session prior to coming to class and be prepared to discuss them. In the context of this class, participation includes both contributions to in-class discussions as well as online participation. As students naturally have different communication styles, an individual's contribution will not be based solely on the number of times an individual participates, but also on the thoughtfulness of their comments.

During the course of this class, we will keep a discussion forum in which we discuss the week’s readings. Students are expected to make at least one post per week in which they share their responses to the week’s readings. On days where there is a social media collection assignment due (see assignment for details), students should post a brief summary of that assignment instead of commentary on the reading.

Comments should be posted by midnight the day before, to give students the opportunity to read and comment if they choose as well as to prepare to discuss in class.

**Health related online community/social medium presentation (10%)**

Each student is asked to introduce a health-related online community or social medium during the course of the semester. Examples of communities that you might choose include: dLife, Stupid Cancer (a.k.a. I’m Too Young For This! Foundation, i[2]y) and TakeThisLife.com. If you choose a large social networking site/platform like Facebook, MedHelp, or DailyStrength, please also select a specific group to focus on. For example, you might discuss the National Fibromyalgia Association’s Facebook page, or the Type 2 Diabetes group on DailyStrength. You are encouraged to be creative in your choice of community.

Your presentation should include the following:

- Target population/users
- Reason/motivation for establishment of the community
• Basic features
• Strengths/weaknesses
• Areas for improvement (does the site meet the needs of its target audience?)

There will be 1-2 presentations per week, and each presentation should take approximately 10 minutes. Grades will be based on the extent to which the presentation addresses each of the points above.

**Social media collection and analysis (30%)**
During the term, we will collect tweets, forum posts and blogs by various stakeholders in a health information ecosystem, e.g. the patient, family, friends, caregivers, health care practitioners, hospitals, insurance companies, pharmaceutical companies, government agencies, etc. The purpose will be to explore the material collected and answer the following questions:
- Describe the authors of the content.
- What do they care about?
- What is the content about?
- How does the content reflect their views?
- Who is their intended target audience?
- Does the content achieve its purpose? If so, in what ways? If not, how might it have done a better job?
- What characteristics of the platform design or medium affected the affordances available for sharing health information?

You will work in pairs, and each pair will be assigned to one of the stakeholders identified above. For whichever stakeholder you are assigned, you will collect tweets one week (1/22), forum posts another (1/29), and blogs the third (2/5). You and your partner should collect one set of content each week, answer these questions on your own, and then meet to discuss your answers. Following discussion with your partner, write a 3-4 page analysis paper answering the questions enumerated above. Please also discuss the extent to which you two agreed.

For the first week of this exercise, include the tweets that you collect. Please submit the tweets as a comma-separated file; you can do this using twDocs or some other method if you prefer. For the second and third week, including the URLs of the forum posts and blogs you examine will be sufficient. Submit both the analysis paper and your tweet/URL file via the Dropbox in Sakai. Please also post a brief description of your main thoughts to the forum for that week for all to discuss.

How much content should you collect? The exact number does not matter, but you want to collect enough so that you are able to write an insightful analysis. If you are collecting tweets, you would most likely want to collect 40-200; forum threads, 5-10; and blogs, 3-6.
Grades will be based on the extent to which the questions above have been addressed, not on the number of tweets or posts collected. Each paper is worth 10%. Each member of a pair will receive the same grade.

**Health context analysis (25%)**
Each of you will select a health management context to analyze. This “context” will focus on the health situation of a single individual that you know who interacts with social media in some way in the context of his/her health management and analyze different levels of this context using the Social Ecological Framework. During the course of the project, you will produce the following:

- Report of an interview of the focal individual and two others that affect the focal individual, due 2/26 (10%)
- Research on an organization/entity that affects this individual’s health, due 3/19 (5%)
- Context “map” and write-up, due 4/2 (10%)

These assignments will be evaluated based on completeness, clarity of the writing, and the extent to which the student has illustrated the context and interactions among the different entities in the context.

**Design project (20%)**
Students are expected to complete a design project that will enable them to delve more deeply into a specific aspect of health information sharing using social media. Students are encouraged to develop a project that will help them to accomplish their objectives in taking this course, or to explore topics of interest. Possible projects include a prototype for a social site that supports health communication and a preliminary design of an intervention or health communications campaign using social media. The deliverables for the term project follow:

- Project proposal (2-3 pages), due 3/5
- Presentation (12 min.), 4/23
- Final deliverable, due 5/7

The final deliverable should be a paper of 10-12 pages in length, double-spaced, in a standard 12-point font, not including diagrams, tables and references. The presentation will count for 5%, and final deliverable will count for 15%.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>H</td>
</tr>
<tr>
<td>90-94</td>
<td>P+</td>
</tr>
<tr>
<td>85-89</td>
<td>P</td>
</tr>
<tr>
<td>80-84</td>
<td>P-</td>
</tr>
<tr>
<td>70-79</td>
<td>L</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>1/15</td>
<td>Course introduction and overview</td>
</tr>
<tr>
<td>1/22</td>
<td>Health information ecosystem: health care organizations, insurance and pharmaceutical companies</td>
</tr>
<tr>
<td>1/29</td>
<td>Health information ecosystem: practitioners</td>
</tr>
<tr>
<td>2/5</td>
<td>Health information ecosystem: family, friends and caregivers</td>
</tr>
<tr>
<td>2/12</td>
<td>Conclude health information ecosystem. Introduce health context analysis assignment and guidelines for human subjects research</td>
</tr>
<tr>
<td>2/19</td>
<td>The nature of user-generated content</td>
</tr>
<tr>
<td>2/26</td>
<td>Online social support</td>
</tr>
<tr>
<td>3/5</td>
<td>Patient empowerment</td>
</tr>
<tr>
<td>3/12</td>
<td>Spring break (no class)</td>
</tr>
<tr>
<td>3/19</td>
<td>Impact on health decisions</td>
</tr>
<tr>
<td>3/26</td>
<td>Designing to support health information exchange</td>
</tr>
<tr>
<td>4/2</td>
<td>mHealth</td>
</tr>
<tr>
<td>4/9</td>
<td>Health promotion among youth and diverse communities</td>
</tr>
<tr>
<td>4/16</td>
<td>Social media monitoring</td>
</tr>
<tr>
<td>4/23</td>
<td>Final presentations</td>
</tr>
<tr>
<td>5/7</td>
<td></td>
</tr>
</tbody>
</table>
Readings and Additional Scheduling Notes

1. Course introduction and overview: definition of social media and types; brainstorm examples. (1/15)
   Introduce social media collection assignment.

2. Health information ecosystem: organizations and entities (1/22)
   { social media collection discussion }

3. Health management ecosystem: health care professionals (1/29)
   Optional:
   { social media collection discussion }

4. Health management ecosystem: families, friends and caregivers (2/5)
5. Conclude social media collection and analysis. Introduce health context analysis assignment and guidelines for human subjects research. (2/12)

6. The nature of user-generated content. Examining the types of content that are shared online and differences among different types of social media. Impact on chronic illness management. (2/19)


7. Online social support (2/26)


Skim one and read the other:


8. Patient empowerment & privacy (3/5)


Guest lecture: Kaitlin Costello

Term project proposal due.

9. Spring break (no class)

10. Impact on health decisions (3/19)


11. Designing to support health information exchange (3/26)

12. mHealth (4/2)

13. Using social media to effect behavioral change to improve health outcomes: health promotion among youth and diverse communities. (4/9)

14. Social media monitoring (4/16)

15. Final presentations (4/23)