

INLS 705 HEALTH SCIENCES INFORMATION

Spring Semester 2016, Wednesdays 12:20-3:05, Room 304 Manning Hall

Instructor: Mary Grace Flaherty

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Office hours: Room 204 Manning Hall, Thursday 10:15-11:45AM or by appointment

Course Description

A survey of information used in the health sciences disciplines and professions: the organization of sources, current techniques and tools for its control, including online databases. *Prerequisite: INLS 501*

This course will focus on a broad range of topics relating to health sciences information. Students will be introduced to basic reference materials that are commonly used in health sciences libraries and information centers. We will also explore print, non-print, and Web-based information sources to respond to a wide range of information requests from health care professionals, researchers, and consumers. In addition, the course will also explore issues that are critical to health information, including health literacy, patient and practitioner education, complementary and alternative medicine, and electronic health records.

Course Objectives

- Describe, evaluate, and effectively use major reference sources in the health sciences field.
- Conduct strategic database searches utilizing various electronic resources in the health sciences disciplines.
- Analyze health information needs and develop appropriate search strategies to fill those needs.
- Understand the many roles that the health sciences information professional can play across the range and functions of health sciences libraries and information centers.
- Understand some of the issues concerning health information with regard to special topics such as health literacy, complementary and alternative medicine, and electronic health records.
- Consider the implications of emerging technologies and social media for health information services and for health care in general.

Course Materials

There will be one required textbook for the course:

Health Sciences Librarianship, edited by M. Sandra Wood (2014); published by Rowman & Littlefield for the Medical Library Association. ISBN: 978-0-8108-8813-5 (paper)

Session Number <i>Date</i>	Topic	Readings
Session 1 – <i>January 13</i>	Introductions; Course overview and expectations; Introduction to the profession	

Session 2 – <i>January 20</i>	Tour of UNC Health Sciences Library (HSL) <i>Host: Brenda Linares</i>	Chapter 1 in text Papaioannou; Pickett <i>Meet at HSL front desk 12:20</i>
Session 3 – <i>January 27</i>	Reference, Resources & Databases Indexing & Abstracting	Ch. 5 - Huber & Swogger Chapters 7 & 8 in text <i>Database choices</i>
Session 4 – <i>February 3</i>	Searching PubMed/MEDLINE Drug Info. Sources	Ch.10 - Huber & Swogger Ch. 9 - Huber & Tu-Keefner Bahaadinbeigy 2010 Hochstein 2009 <i>Please bring laptop to class</i>
Session 5 – <i>February 10</i>	History Sources <i>Guest: Dawne Lucas</i>	Burke 2007 Ch.10 - Huber & TuKeefner <i>Meet at HSL Room 527B</i>
Session 6 – <i>February 17</i>	Health Sciences Environment	Chapter 2 in text <i>Database Presentations</i> <i>Health interview questions</i>
Session 7 – <i>February 24</i>	Clinical Librarianship Evidence-Based Medicine <i>Guest: Karen Crowell</i>	Ch. 4 - Huber & Tu-Keefner Centre for EBM <i>Database Papers due</i>
Session 8 – <i>March 2</i>	Health Sciences Info. for Practitioners & Global Health	Ford 2012
Session 9 – <i>March 9</i>	Health Literacy & Health Misinformation	Ch. 12 - Huber & TuKeefner IOM report 2004
Spring Break <i>March 16</i>	No Class	<i>Search on rest, relaxation & stress reduction</i>
Session 10 – <i>March 23</i>	Collection Development in the HSL setting <i>Guest: Susan Swogger</i>	Chapters 4-6 in text Ch. 7 – Huber & TuKeefner
Session 11 – <i>March 30</i>	Consumer Health Information	Chapter 13 in text Huber & Gillaspay <i>Health questions discussion</i>
<i>April 6</i>	No Class	<i>Time for a visit to the HSL</i>
Session 12 – <i>April 13</i>	Health Informatics Electronic Health Records	Ch. 3, 5 and 8 - Cleveland & Cleveland Wynia 2010
Session 13 – <i>April 20</i>	Complementary & Alternative Therapies	Boehm 2010 Younger 2009
Session 14 – <i>April 27</i>	Wrap-up New Horizons	Chapter 16 in text <i>Health Question Analyses</i> <i>Presentations</i> <i>Written report due 4/30 12:00pm</i>

Grading:

Database Assignment – 30%

Interview Assignment – 20%

Health Question Assignment – 30%

Class Participation – 20%

Grading Policies

Based on the UNC Registrar Policy for courses (<http://regweb.unc.edu/resources/rpm24.php>) semester grades will be H, P, L or F for graduate students. Grades for individual assignments will be based on points obtained on each assignment, weighted by percentages listed above, to calculate final grades. Numerical grades for the course as a whole will roughly translate into the following letter grades:

96.0-100% = H (High Pass)

80.0-95.9% = P (Pass)

65.0-79.9% = L (Low Pass)

< 64.9% = F (Fail)

If you have any concerns or questions about your grades (or any other issues) at any time, please feel free to discuss with me.

Students at the School of Information and Library Science are expected to follow the University of North Carolina at Chapel Hill Honor Code. Essentially, the Honor Code states that all students shall “refrain from lying, cheating, and stealing... all students are expected to actively support and protect the ideals of the Honor System at Carolina. These responsibilities must not only be met, but exceeded, for Carolina’s Honor System to continue to thrive.” For more information, see: <http://honor.unc.edu/>. For all assignments, students are required to submit original work and to give credit through citation to any sources/resources they used.

If you feel you may need an accommodation based on the impact of a disability, please contact me privately to discuss your specific needs. Also, please contact UNC Disability Services at (919) 962-8300 or disabilityservices@unc.edu at the Student and Academic Services Buildings, located in Suite 2126, 450 Ridge Road, to formally coordinate accommodations and services.

Diversity Statement

In support of the University’s diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation, and physical and learning ability. As an academic community committed to

preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies, and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty, and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective, and committed to the concepts of equity and fairness. (*Taken from: <http://sils.unc.edu/about/diversity>*)

Sincere thanks to Emily Vardell for sharing past syllabi for this course.

January 2016