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| **Instructor:** Claudia J. Gollop, PhD  **Office:** 207A, Manning Hall  **Email:** [gollop@ils.unc.edu](mailto:gollop@ils.unc.edu)  **Office Hours:** Wednesday, 2:00-3:00 pm **and by appointment** | **Class:** Wednesday, 10:10-12:40 pm  **Location:** 208, Manning Hall |

**This document is subject to change. Please revisit the syllabus for updates.**

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| **Date** | **Topic** | **Due** |
| 8/21 | **Class introductions**, course overview, expectations, and requirements (assignments, readings, etc.).  Introduction Consumer Health Information  **Definitions:**  \*What is Consumer Health Information?  \*What is Consumer Health Informatics?  \* What is Patient Education?  Background: Consumerism and Consumer Health Information movement  **----------------------------------------------------------------------------------**  Finding and Evaluating Online Resources  <https://nccih.nih.gov/health/webresources> - Review this website. In particular, please scroll to the section on **More Questions To Ask When Finding Health Information on Web Sites.** Review those questions and responses. In your experience searching the web, have you asked or thought about any of those questions?  We will discuss some of the evaluation issues mention. |  |
| 8/28 | ***\*Follow-up discussion on Finding and Evaluating Online Resources (above)***  \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*  **Consumer Health Information Literacy** – part I  **Reading/discussion**  Wolpin S.E., et al. (2016). Redesigning pictographs for patients with low health literacy and establishing preliminary steps for delivery via smart phones. *Pharmacy Practice*. 14(2), 1-9.  Foster, J., et al, (2016). Applying **Health Literacy** Principles: Strategies and Tools to Develop Easy-to-Read **Patient Education** Resources. *Clinical Journal of Oncology Nursing [*Oncology Essentials*].* 20 (4), 433-436.  **Video/discussion**  North Carolina Program on Health Literacy  <http://nchealthliteracy.org/index.html>  Quick Guide to Health Literacy  <https://health.gov/communication/literacy/quickguide/factsbasic.htm>  More Effort is Needed to Ensure Patients Understand Doctors’ Instructions  <https://www.ahrq.gov/sites/default/files/wysiwyg/research/findings/nhqrdr/dataspotlight-health-literacy.pdf>  **Explore the above sites and comment on aspects of them that stood out to you. Be prepared to discuss in class**.  Guest, Community Workshop Series | STUDENT QUESTION-NAIRE  Due today |
| 9/4 | **Consumer Health Information Literacy – part II**  **Reading/discussion**  Health literacy and patient safety: Help patients understand. AMA Foundation  <https://www.youtube.com/watch?v=cGtTZ_vxjyA>  Rubenstein, E.L. (2016). Health Information and Health Literacy: Public Library Practices, Challenges, and Opportunities. *Public Library Quarterly*, 35, 1, 49–71.  Huff, C. (2011). Does your patient really understand? *Health & Hospital Networks*, October, 34-38.  Lee, C. (2019) Overcoming Disparities in Healthcare Information Through Improved Patient Engagement. First Databank (FDB) accessed 8/20/19  <https://www.idigitalhealth.com/news/overcoming-disparities-healthcare-information-patient-engagement>  **NIH Plain Language:** <http://www.nih.gov/clearcommunication/plainlanguage/index.htm>  Health Literacy  <http://nnlm.gov/outreach/consumer/hlthlit.html#A7>  **Questions for class discussion:** Based on the readings and other information you may have encountered, please discuss the following:   1. Are providers of CHI doing as much as possible to assure that materials are comprehensible by most, if not all their users? 2. In efforts to improve CHI literacy, what challenges do you think may exist? 3. What roles can consumer health librarians or health literacy specialists play in this context? 4. What else can or should be done? |  |
| 9/11 | |  |  | | --- | --- | | **Consumer Health Information in North Carolina and Beyond**  Flaherty, M.G. (2016).  From Google to MedlinePlus: the wide range of authoritative health information provision in public libraries*. Library & Information Science Research*, 38, 2, 101-107.  -------------------------------  Be sure to review the websites below before class for discussion and keep in mind the focus, content, and design of each.  **Also, please bring your laptops to class today.**  NC Health Info - <http://www.nchealthinfo.org/>  UNC Health Sciences Library - <https://hsl.lib.unc.edu/>  [**Health Source: Consumer Edition**](http://guides.lib.unc.edu/go.php?c=23608321)– **in E-Research by Discipline**  <https://guides.lib.unc.edu/sb.php> - **see the Consumer Health section**  MedlinePlus - <http://www.nlm.nih.gov/medlineplus/>  **Also:**  PubMed - <http://www.ncbi.nlm.nih.gov/pubmed>  CINHAL – listed alphabetically in: <http://guides.lib.unc.edu/az.php?s=5413>  **Exercises and discussion** |  | |  |
| 9/18 | **CHI in the media**: print, broadcasting, internet, etc.  **Reading/discussion**  Sullivan, H.W. and Campbell, M. (2015). Do prescription drug ads tell consumers enough about benefits and side effects? Results from the Health Information National Trends Survey, fourth administration. *Journal of Health Communication: International Perspective,* Published online: 29 Jun 2015.  Is Direct-to-Consumer Pharmaceutical Advertising Right for You?  <https://harvardpolitics.com/covers/is-direct-to-consumer-pharmaceutical-advertising-right-for-you/>  Ventola, C.L. (2011). Direct-to-consumer pharmaceutical advertising: Therapeutic or toxic? *Pharmacy and Therapeutics*, 36, 10, 669-684.  Think about the health and medical information you encounter in everyday in print, on television, radio and on the Internet.  **Assignment:** Please write a one-page piece reflecting on a CHI item or two you’ve seen or read about recently and your thoughts about it. What is significant about your selected item(s)? Be prepared to discuss in class. I will collect this assignment at the end of class.    Also, review the website below on evaluation of CHI materials on the web.  Health on the Net Foundation. HONCode: <https://www.healthonnet.org/HONcode/Pro/> |  |
| 9/25 | **Student selected reading**  \*each student will select a journal article (or book chapter, report, etc.) for presentation and class discussion.  \*the article is of your choosing and is to be relevant to CHI. Each student will provide the class with a citation to the article selected (via email email), so that everyone can access all of the readings later, if they wish.  \*each student will give me a brief abstract of the article  **\*presentations should be no longer than 10 minutes.**  **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  **Medical Errors**  20 Tips to Help Prevent Medical Errors: Patient Fact Sheet  [**https://www.ahrq.gov/patients-consumers/care-planning/errors/20tips/index.html**](https://www.ahrq.gov/patients-consumers/care-planning/errors/20tips/index.html)  Makary, M. and Daniel, M. (2016). Medical error—the third leading cause of death in the US. *BMJ*, 353, i2139, 1-5. (In Sakai or link below).  [**http://www.bmj.com/content/353/bmj.i2139**](http://www.bmj.com/content/353/bmj.i2139)  Medical Errors Are No. 3 Cause Of U.S Deaths, Researchers Say.  <http://www.npr.org/sections/health-shots/2016/05/03/476636183/death-certificates-undercount-toll-of-medical-errors>  **Question:** Think about what else can be done to address this important issue? What kinds of changes do think could be made to health care system to reduce the number of medical errors? | Due today  Student selected reading |
| 10/2 | **---------------------------------------------------------------------------------------------------**  **Consumer Health Information Technology – CH IT**  **Readings/discussion** Pratt, M. K. (2018). Could big tech succeed in revolutionizing health IT? Apple, Google, others are making presence; regulatory hurdles could stunt innovation. *Ophthalmology Times*, 43(6), 62-65. How Consumer Technology is Influencing Healthcare Innovation.  <https://hitconsultant.net/2019/05/07/how-consumer-technology-is-influencing-healthcare-innovation/#.XVH5AW9KiUk>  <https://www.thehastingscenter.org/> - scroll down and view this video:  Ethical AI: A discussion at the Aspen Ideas Festival  <http://www.healthit.gov/> review this website, paying particular attention to the section on **For Patients and Individuals** located under ‘How Do I?”  **Question:** Based on what you have read and seen so far, would you want health IT to have a larger role in your life or the lives of your loved ones? If so, in what ways?  **Question:** Are there types of health IT that you can envision being used in the home that are not in the home currently? If so, please describe/discuss them. |  |
| 10/9 | **Complementary and Alternative Medicine (CAM)**  **Readings/website reviews/discussion**  Si-Yuan Pan, et al. (2012). New perspectives on complementary and alternative medicine: An overview and alternative therapy. *Alternative Therapies*, July/August, 18, 4, 20-36.  National Institutes of Health. National Center for Complementary and Integrative Health. <https://nccih.nih.gov/>  Click on About NCCIH and read the “Mission” and “Vision” statements located in the **About** NCCIH section. **Also,** review each topic located under **Health** (on the left).  People’s Pharmacy: <http://www.peoplespharmacy.com/>  **Discussion Questions:**   1. Thinking about the readings and your own experience, what is your opinion about *Complementary and Alternative Medicine*? 2. As information professionals, what can we do to provide clear, understandable information about *Complementary and Alternative Medicine* to the general public?   **------------------------------------------------------------------------**  **Health & Cultural Competence/Respect**  **Readings/discussion**  Lettenberger-Klein, C.G. and Fish, J. (2013). Cultural competence when working with American Indian populations: A couple and family Therapist perspective. *Journal of Family Therapy*, 41, 2, 148-159.  NIH, Cultural Respect: <http://www.nih.gov/clearcommunication/culturalcompetency.htm>  **Review these Websites**  Healthy People 2030: <http://www.healthypeople.gov/2020/default.aspx>  **Question:**  **1**. The above website expresses objectives for improving healthcare outcomes. How would you evaluate this website in terms of its usefulness for consumers and patients?  **2.** Are there any concepts mentioned in the readings/websites that can be adapted for providing information services? If so, what are they? |  |
| 10/16 | **Student selected websites**  -Each student will select a website for review, presentation, and class discussion.  -the website is of your choosing and is to be relevant to CHI.  -each student will provide the class with a title and URL to the website selected (via class email), so that everyone can access all of them later, if they wish.  -each student will give me a brief abstract of the website.  -**presentations should be no longer than 10 minutes.**  **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  **Outreach and Community Engagement**  Flaherty, M. G. (2016). Rural public libraries as community change agents: Opportunities for health promotion. *Journal of Education for Library and Information Science*, 57(2), 143-150  Malachowski, M. (2014). Public Libraries Participating in Community Health Initiatives*. Journal of Hospital Librarianship*, 14, 295–302.  Dwyer-White, M., Choate, C., and Markel, D. S. (2015). Increasing health research literacy through outreach and networking: Why translational research should matter to communities. *Health Education Journal*, 74 (2), 144-155. | Due today  Student Selected  Websites |
| 10/23 | **Evidence Base Medicine and CHI**  **Reading/website review**  Carmen, K.L., et al. (2010). Evidence that consumers are skeptical about evidence-based health care. *Health Affairs*, 29, 7, 1400-1406.  Review the **Center for Evidence Based Medicine’s** website:  <http://www.cebm.net/> - be sure to click on the header **EBM Resources** and go to the **Tools** section.  Cochrane - <http://www.cochrane.org/> - Click and read the ‘Our Evidence’ and ‘About us’ sections. AND . . .  Cochrane Consumer Network:  <https://consumers.cochrane.org/>  Consumers United for Evidence-based Healthcare – CUE:  <http://consumersunited.org/>  Question**:** If EBM for consumers is here to stay, how might it be enhanced or improved to benefit them? **Be prepared to discuss in class.**  **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  **11:40-12:40 - Guest –** Mary Grace Flaherty, Associate Professor, SILS. |  |
| 10/30 | **Consumer Health Informatics and Electronic Health Records**  **Reading/discussion**  Demiris, G. (2016). Consumer Health Informatics: Past, Present, and Future of a Rapidly Evolving Domain. *IMIA Yearbook of Medical Informatics*, S42-S47.  Knight, E.P. and Shea, K. (2014).A Patient-Focused Framework Integrating Self-Management and Informatics. *Journal of Nursing Scholarship*, 46 (2), 91–97. *CMH*  Defining the Patient-centered medical home (PCMH)  [**https://pcmh.ahrq.gov/page/defining-pcmh**](https://pcmh.ahrq.gov/page/defining-pcmh) Silverstein, D. (2017). Meaningful Use, the Patient-Centered Medical Home and Other Oxymorons. *New York Family Medicine News*, 5(4): 27-30. **INVITE 11:40am Guest:** Laura Marcial, PhD – will talk about Electronic Health Records | MIDTERM assignment  Is due today |
| 11/6 | **CHI user groups: Older adults**  **Readings/website review/discussion**  Barrett, F.A. (2009). Connecting older adults to quality health information on the internet: A select annotated bibliography. *Reference Services Review*, 37, 4, 451-462. **Review this list:** Some of these may be a bit outdated, but relevant to this topic. Be prepared to discuss them.  National Institute on Aging: <https://www.nia.nih.gov/>  AARP/Health: <http://www.aarp.org/health/>  Center for Disease Control and aging: <http://www.cdc.gov/aging/>  Health information for Older People: <https://www.consumer.ftc.gov/features/feature-0017-health-information-older-people>  **CHI user groups: Adolescents**  **Readings/website review/discussion**  Keselman, A. et al. (2019). Lessons learned from multisite implementation and evaluation of Project SHARE, a teen health information literacy, empowerment, and leadership program. *Journal of the Medical****Library****Association*, 107(1), 72-79.  Cusack, L. et al. (2017).A qualitative study exploring high school students’ understanding of, and attitudes towards, health information and claims. ***Health****Expectations*, 20(5), 1163-1171.  Marvin, K.C. (2017). Health information technology: Integration, Patient Empowerment, and Security. *American Journal of Health-Systems Pharmacy*, 74, 2, 36-38*.*  Please review these Websites:  Centers for Disease Control. Tobacco Information and Prevention Source – “Youth Tobacco Prevention”. <https://www.cdc.gov/tobacco/basic_information/youth/>  Columbia University. Health Education Program. *Go Ask Alice*.  <https://health.columbia.edu/services/go-ask-alice> |  |
| 11/13 | **Student selected organization**  \*each student will select an agency or organization for review, presentation, and class discussion.  \*the organization is of your choosing and is to be relevant to CHI.  \*each student will provide the class with a name and purpose/function of the agency/organization selected (via class email).  \*each student will give me a brief abstract describing the organization.  \***presentations should be no longer than 10 minutes**  \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*  **Consumer/Patient Empowerment and Technology**  **Reading/discussion**  DeBronkart, D. (2018). The patient’s voice in the emerging era of participatory medicine. *The International Journal of Psychiatry in Medicine*, Vol. 53(5–6) 350–360.  View these sites:  Society for Participatory Medicine - [http://participatorymedicine.org**/**](http://participatorymedicine.org/) MEDscape - <http://www.medscape.com/author/eric-topol> Dr. Eric Topol on NBC's Rock Center - <http://www.youtube.com/watch?v=0B-jUOOrtks> **– NOTE: Please watch before class. It is about 10 minutes long.**  **Question: How would you respond to this question?: “**To what extent are consumers empowered?” | Due today  Student Selected  Organi-zation |
| 11/20 | **Support groups as Sources of Health Information**  **Readings/website review/discussion:**  Turner, J. (2017). Online Support Groups: The Good, the Bad, and the Motivated. *Journal of Consumer Health on the Internet*, 21 (1), 11–25.  Support Groups: Make connections, get help: [**http://www.mayoclinic.org/healthy-living/stress-management/in-depth/support-groups/art-20044655?pg=1**](http://www.mayoclinic.org/healthy-living/stress-management/in-depth/support-groups/art-20044655?pg=1)  Patients Like me: <http://www.patientslikeme.com/>  Daily Strength: <http://www.dailystrength.org/>  MedHelp (<http://www.medhelp.org>)  \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*  **Patient Portals/Information access**  **Reading/discussion**  Please review these sites on Patient Portals:  What is a Patient Portal? - <http://www.healthit.gov/providers-professionals/faqs/what-patient-portal> Penrod, J. (2017). Redesign Consumer Health Information through Information Architecture. <https://medium.theuxblog.com/redesign-consumer-health-information-through-information-architecture-73dde0e9d4a0> *The UXBlog*, Retrieved August 24, 2017. Perna, G. (2013). Exploring the Impact of Patient Portals. *Healthcare Informatics*. 30, 1, 46 and 66 (2 pages) |  |
| 11/27 | **HAPPY THINKSGIVING** |  |
| 12/4 | **Final paper/project presentations**  The final term project will be the design of a Consumer Health Information-related proposal, product or service. You may create it for a specific audience, health condition, environment, etc.    **Presentation will take approximately 10-15 minutes.**  **Note: In** addition to submitting the full project/paper, including background literature review, a brief summary of the project will be prepared for presentation in class.  \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*  **Consumer Health Information: What’s Next? Advances in mobile technologies? Robotics? Human Computer Interactions?** |  |
| 12/9 | **DUE: Final Projects**  In Assignments section of Sakai | By 5:00 pm |
|  | **HAVE A GREAT HOLIDAY BREAK!!** |  |