

## INLS 705 HEALTH SCIENCES INFORMATION

Spring Semester 2019, Wednesdays 12:20-2:50, Room 14 Manning Hall

Instructor: Mary Grace Flaherty

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Office hours: Room 204 Manning Hall, 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)

<https://tinyurl.com/inls-705-001-unc-w19>

Session Number <i>Date</i>	Topic	Readings
Session 1 – <i>January 9</i>	Introductions; Course overview and expectations;	

	Planning for semester	
Session 2 – <i>January 16</i>	Introduction to the profession; Health Sciences Environment	Chapters 1 and 2 in text
Session 3 – <i>January 23</i>	Tour of UNC Health Sciences Library (HSL)	Papaioannou; Pickett <b><i>Meet at HSL front desk 12:30</i></b> <b><i>Host: Fran Allegri</i></b>
Session 4 – <i>January 30</i>	Reference, Resources & Databases Indexing & Abstracting	Ch. 5 - Huber & Swogger Chapters 7 & 8 in text <i>Database choices</i>
Session 5 – <i>February 6</i>	History Sources	Burke Ch.10 - Huber & TuKeefner <b><i>Meet at Wilson Library 12:30</i></b> <b><i>Host: Dawne Lucas</i></b>
Session 6 – <i>February 13</i>	Searching PubMed/MEDLINE  Drug Info. Sources	Ch.10 - Huber & Swogger Ch. 9 - Huber & Tu-Keefner Bahaadinbeigy; Hochstein <b><i>Please bring laptop to class</i></b>
Session 7 – <i>February 20</i>	Clinical Librarianship Evidence-Based Medicine <i>Guest: Rebecca McCall</i>	Ch. 4 - Huber & Tu-Keefner Centre for EBM Brian
Session 8 – <i>February 27</i>	Health Sciences Info. for Practitioners & Global Health <i>Guest: Mary White</i>	Ford; Hunt; Vardell; Von Isenburg
Session 9 – <i>March 6</i>	Health Literacy & Health Misinformation	Ch. 12 - Huber & TuKeefner IOM report <i>Health Interview Questions</i>
Spring Break <i>March 13</i>	No Class	<i>Search on rest, relaxation &amp; stress reduction</i>
Session 10 – <i>March 20</i>	Collection Development in the HSL setting	Chapters 4-6 in text Ch. 7 – Huber & TuKeefner
Session 11 – <i>March 27</i>	Consumer Health Information <i>Guest: Terri Ottosen</i>	Chapter 13 in text Huber & Gillaspy
Session 12 – <i>April 3</i>	Health Informatics Electronic Health Records <i>Guest: Fei Yu</i>	Ch. 3, 5 and 8 - Cleveland & Cleveland Wynia
Session 13 – <i>April 10</i>	Complementary & Alternative Therapies <i>Guest: TBD</i>	Boehm Younger
Session 14 – <i>April 17</i>	Wrap-up	Chapter 16 in text <b><i>Health Interview Discussion and summary due</i></b>
Session 15 – <i>April 24</i>	New Horizons	<b><i>Health Question Analyses Presentations</i></b>

## Readings

### Session 3

Papaioannou, D., Sutton, A., Carroll, C., Booth, A., & Wong, R. (2010). Literature searching for social science systematic reviews: Consideration of a range of search techniques. *Health Information and Libraries Journal*, 27(2), 114-122.

Pickett, K. M. (2008). Reaching beyond MEDLINE: A beginner's overview of electronic biomedical resources. *Journal of Hospital Librarianship*, 8(4), 398-410.

### Session 4

Indexing, Abstracting, and Digital Database Resources, pp. 93-118 in Huber, J. & Swogger, S. (Eds.). (2014). *Introduction to Reference Sources in the Health Sciences*. Chicago, IL: Neal-Schuman Publishers.

### Session 5

Burke, C., Greenberg, S., & Ahmed, T. (2007). Serving our colleagues: Reference and history of medicine services from the national library of medicine. *Medical Reference Services Quarterly*, 26(1), 73-80.

Historical collections in health sciences libraries, pp.171-188 in Huber, J. & Tu-Keefner, F. (Eds.). (2014). *Health Librarianship: an introduction*. Santa Barbara, CA: Libraries Unlimited.

### Session 6

Bahaadinbeigy, K., Kanagasigam, Y. & Wootton, R. (2010). MEDLINE Versus EMBASE and CINAHL for Telemedicine Searches. *Telemedicine and E-Health* 16(8), 916-919.

Drug Information Sources, pp. 221-258 in Huber, J. & Swogger, S. (Eds.). (2014). *Introduction to Reference Sources in the Health Sciences*. Chicago, IL: Neal-Schuman Publishers.

Hochstein, C., Goshorn, J., & Chang, F. (2009). United States National Library of Medicine drug information portal. *Medical Reference Services Quarterly*, 28(2), 154-163.

Information Retrieval, pp. 151-170 in Huber, J. & Tu-Keefner, F. (Eds.). (2014). *Health Librarianship: an introduction*. Santa Barbara, CA: Libraries Unlimited.

### Session 7

Brian, R. et al. (2018). Evaluating the impact of clinical librarians on clinical questions during inpatient rounds. *JMLA*, 106(2), 175-183.

Centre for EBM: <http://www.cebm.net/>

Evidence-based healthcare, evidence-based practice, pp 57-76 in Huber, J. & Tu-Keefner, F. (Eds.). (2014). *Health Librarianship: an introduction*. Santa Barbara, CA: Libraries Unlimited.

### **Session 8**

Ford, J. & Korjonen, H. (2012). Information needs of public health practitioners: A review of the literature. *Health Information & Libraries Journal*, 29, 260-273.

Hunt, S.L. & Bakker, C.J. (2018). A qualitative analysis of the information science needs of public health researchers in an academic setting. *JMLA*, 106(2), 184-197.

Vardell, E. (2014) FastStats: A Public Health Statistics Database, *Medical Reference Services Quarterly*, 33(2), 195-201, DOI: 10.1080/02763869.2014.897520

Von Isenburg, M. & Lackey, M. Global Health Sources, pp. 409-432 in Huber, J. & Swogger, S. (Eds.). (2014). *Introduction to Reference Sources in the Health Sciences*. Chicago, IL: Neal-Schuman Publishers.

### **Session 9**

Health Literacy, pp. 207-224 in Huber, J. & Tu-Keefner, F. (Eds.). (2014). *Health Librarianship: an introduction*. Santa Barbara, CA: Libraries Unlimited.

Institute of Medicine. Committee on Health Literacy. *Health Literacy: A Prescription to End Confusion*. Washington, D.C. : The National Academies Press, 2004. (Executive Summary, Chapters 1 and 2, pp. 1-58). (Also available as e-book through UNC)

### **Session 10**

Technical Services in Health Sciences Libraries, pp. 105-134 in Huber, J. & Tu-Keefner, F. (Eds.). (2014). *Health Librarianship: an introduction*. Santa Barbara, CA: Libraries Unlimited.

### **Session 11**

Huber, J. & Gillaspay, M.L. (2011). Knowledge/Power Transforming the Social Landscape: The Case of the Consumer Health Information Movement. *Library Quarterly*, 81(4), pp. 405-430.

### **Session 12**

How Informatics impacts modern health care, pp.43-61; Health Science Librarians and Health Informatics, pp. 85-106; The Electronic Health Record, pp. 153-166 in Cleveland, A. D. & Cleveland, D. B. (Eds.). (2009). *Health informatics for medical librarians*. New York, NY: Neal-Schuman Publishers.

Wynia, M., & Dunn, K. (2010). Dreams and nightmares: Practical and ethical issues for patients and physicians using personal health records. *The Journal of Law, Medicine & Ethics: A Journal of the American Society of Law, Medicine & Ethics*, 38(1), 64-73.

### **Session 13**

Boehm, K., Raak, C., Vollmar, H. C., & Ostermann, T. (2010). An overview of 45 published database resources for complementary and alternative medicine. *Health Information & Libraries Journal*, 27(2), 93-105.

Younger, P., & Boddy, K. (2009). When is a search not a search? A comparison of searching the AMED complementary health database via EBSCOhost, OVID and DIALOG. *Health Information and Libraries Journal*, 26(2), 126-135.

### **Assignments**

#### **Database Evaluation and Presentation**

Students will select a database to evaluate and present to the class. Selection of databases will take place in class. These presentations should last approximately 20-30 minutes and should include an overview of the database, a discussion of why the database would be useful for education/research, an explanation of the layout of the database, and a sample search. Please be prepared to respond to questions. *Dates TBD throughout semester.*

#### **Health Information Interview**

Identify five individuals from different demographic groups who are willing to complete a brief interview about their health information seeking behaviors. Based on questions compiled in class on 3/6, record their answers and your reflections. We will discuss the results informally in class. The written portion of the assignment is due the same day as the in-class discussion. *April 17*

#### **Analysis of Health Question**

Each student will investigate a health reference query over the course of the semester. Students will explore all types of information sources to compare and analyze differences in information found for their topic. Students will present their findings in class (20-30 minutes). *April 24*

#### **Outreach Project**

To be discussed during the first class session.

#### **Grading:**

Database Assignment – 15%

Interview Assignment – 15%

Health Question Assignment – 20%

Outreach Project – 25%

Class Participation – 25%

#### **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](mailto: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>)

*January 2019*