

Consumer Health Information – INLS 515 ---- Fall 2022

Syllabus

<p>Instructor: Terri Ottosen, MLIS, AHIP Office: 506, Health Sciences Library Email: ottosen@email.unc.edu</p> <p>Office Hours: Monday – Friday 8am – 3 pm by appointment</p>	<p>Class: Mondays and Wednesdays 6:00 – 7:15 pm Location: Zoom: https://unc.zoom.us/j/2457831958</p> <p>Guest speakers on 10/3 and 10/10 – Different Zoom link for 10/3 speaker ONLY. Please see below.</p>
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This document is subject to change. Please revisit the syllabus for updates.

Date	Topic	Due
8/15	<p>Introduction to Consumer Health Information</p> <p>Class introductions, course overview, expectations, and requirements (assignments, readings, etc.).</p> <p>Definitions: *What is Consumer Health Information? *What is Consumer Health Informatics? * What is Patient Education?</p> <p>Background: Consumerism and Consumer Health Information movement -----</p> <p>First assignment due on Wednesday, 8/17– Brief questionnaire to help me get to know you better. Please upload in Sakai, either via forum (if you want to share your answers with your fellow students) or to the dropbox, where only I will see your answers.</p>	
8/17	<p>Finding and Evaluating Online Resources</p> <p>Finding and Evaluating Online Resources Review this website: https://nccih.nih.gov/health/webresources In particular, please review the section, “More Questions to Ask When Finding Health Information on Websites.” Review those questions and responses. In your experience searching the web, have you asked or thought about any of those questions? Also, take a look at this section of the website:</p>	<p align="center">STUDENT QUESTIONNAIRE Due today</p>

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	<p>Facts About Health News Stories: https://www.nccih.nih.gov/health/know-science/facts-health-news-stories?nav=govd</p> <p>*****</p> <p>Explore these other instruments or tools for evaluating online information and be prepared to discuss evaluation issues in class. DISCERN, MedlinePlus Tutorial, CRAAP test, the U.S. Surgeon General’s Community Toolkit for Addressing Health Misinformation: https://www.hhs.gov/sites/default/files/health-misinformation-toolkit-english.pdf</p>	
8/22	<p>Consumer Health Information Literacy – part I</p> <p>Reading/video/discussion</p> <p>Health literacy in the United States: Enhancing Assessments and Reducing Disparities: https://milkeninstitute.org/sites/default/files/2022-05/Health_Literacy_United_States_Final_Report.pdf</p> <p>Health literacy and patient safety: Help patients understand. AMA Foundation https://www.youtube.com/watch?v=cGtTZ_vxjyA</p> <p>Rubenstein, E.L. (2016). Health Information and Health Literacy: Public Library Practices, Challenges, and Opportunities. <i>Public Library Quarterly</i>, 35, 1, 49–71. https://www.tandfonline.com/doi/full/10.1080/01616846.2016.1163974</p> <p>Centers for Disease Control: Health Literacy: https://www.cdc.gov/healthliteracy/learn/index.html</p> <p>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</p> <p>NIH Plain Language: http://www.nih.gov/clearcommunication/plainlanguage/index.htm</p>	

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	<p>Plain Language Action and Information Network (PLAIN): https://www.plainlanguage.gov/</p> <p>Plain Language Checklist: https://www.plainlanguage.gov/resources/checklists/checklist/</p> <p>Optional Video: Health Literacy 101 – Michael Villaire, Institute Healthcare Advancement: https://www.youtube.com/watch?v=vbaKpluA5U0</p> <p>Questions for class discussion (8/22 and 8/24): Based on the readings and other information you may have encountered, please discuss the following:</p> <ol style="list-style-type: none"> 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? 	
8/24	<p>Consumer Health Information Literacy – part II</p> <p>Reading/podcast/discussion</p> <p>Health Literacy Out Loud – Helen Osborne Pictograms: Images that Represent Ideas in Simple and Literal Ways (HLOL #207, January 2021): https://www.healthliteracyoutloud.com/2021/01/01/pictograms-images-that-represent-ideas-in-simple-and-literal-ways-hlol-207/</p> <p>Empowering patients: Simplifying Discharge Instructions (BMJ Open Quality, 2021): https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8442096/</p> <p>NCHHealthLiteracy.org: http://nchealthliteracy.org/index.html</p> <p>Health Literacy Online: A Guide for Simplifying the User Experience: https://health.gov/healthliteracyonline/</p>	<p>Review patient education handout (posted in Sakai) together during class – Prior to class, circle or mark areas of potential improvement for plain language and patient understanding</p>

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	<p>More Effort is Needed to Ensure Patients Understand Doctors' Instructions https://www.ahrq.gov/sites/default/files/wysiwyg/research/findings/nhqrd/dataspotlight-health-literacy.pdf</p> <p>Center for Plain Language Clear Mark Awards 2022: https://centerforplainlanguage.org/2022-clearmark-winners/</p> <p>Explore the above sites and comment on aspects of them that stood out to you. Be prepared to discuss in class.</p> <p>Optional: Universal Symbols in Health Care (Robert Wood Johnson Foundation): https://media.segd.org/s3fs-public/segd_hj_00_full_workbook_1.pdf</p>	
8/29	<p>Consumer Health Information in North Carolina and Beyond</p> <p>Exercises and discussion</p> <p>Flaherty, M.G. (2016). From Google to MedlinePlus: the wide range of authoritative health information provision in public libraries. <i>Library & Information Science Research</i>, 38, 2, 101-107. https://www.sciencedirect.com/science/article/pii/S0740818816300895</p> <p>Be sure to review the websites below before class for discussion and keep in mind the focus, content, and design of each.</p> <p>MedlinePlus - https://medlineplus.gov/Easy-to-Read-materials-on-MedlinePlus:https://medlineplus.gov/all_easytoread.html</p> <p>NC Health Info - http://www.nchealthinfo.org/</p> <p>UNC Health Sciences Library - https://hsl.lib.unc.edu/</p> <p>Health Source: Consumer Edition – in E-Research by Discipline https://guides.lib.unc.edu/sb.php - see the Consumer Health section</p> <p>Also: PubMed - http://www.ncbi.nlm.nih.gov/pubmed</p>	

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	CINAHL – listed alphabetically in: http://guides.lib.unc.edu/az.php?s=5413	
8/31	<p>CHI in the media: print, broadcasting, internet, etc.</p> <p>Reading/discussion</p> <p>Direct-to-Consumer Prescription Drug Advertising and Patient-Provider Interactions: https://www.iabfm.org/content/33/2/279.long</p> <p>Debate: Direct-to-Consumer Advertising for Drugs: https://harbert.auburn.edu/binaries/documents/center-for-ethical-organizational-cultures/debate_issues/direct-to-consumer.pdf</p> <p>Ventola, C.L. (2011). Direct-to-consumer pharmaceutical advertising: Therapeutic or toxic? <i>Pharmacy and Therapeutics</i>, 36, 10, 669-684. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3278148/</p> <p>Think about the health and medical information you encounter in everyday in print, on television, radio and on the Internet.</p> <p>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/</p> <p>Medical Errors</p> <p>20 Tips to Help Prevent Medical Errors: Patient Fact Sheet: https://www.ahrq.gov/patients-consumers/care-planning/errors/20tips/index.html</p> <p>Medical Error Reduction and Prevention: https://www.ncbi.nlm.nih.gov/books/NBK499956/</p> <p>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?</p>	<p>Assignment due today:</p> <p>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)? Post your writing to the Sakai site and be prepared to discuss in class.</p>
9/5	Happy Labor Day – No Class	

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<p>9/7</p>	<p>Discussion CHI in the media and medical errors.</p> <p>Discussion Assignment Due 9/12: Student selected reading with presentations.</p> <p>*Each student will select a journal article (or book chapter, report, etc.) for presentation and class discussion.</p> <p>*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), so everyone can access all of the readings later, if they wish.</p> <p>*Each student will give me a brief abstract of the article.</p> <p>*Presentations should be no longer than 10 minutes.</p> <p align="center">*****</p>	
<p>9/12</p>	<p>Presentations</p>	<p>Due today Student selected reading. Presentations begin and continue on 9/14</p>
<p>9/14</p>	<p>Presentations continue.</p>	
<p>9/19</p>	<p>Consumer Health Information Technology – CH IT</p> <p>Readings/discussion</p> <p>Is big tech taking over healthcare? What you should know: https://healthcaresuccess.com/blog/healthcare-reform/big-tech-in-healthcare.html</p> <p>How Consumer Technology is Influencing Healthcare Innovation: https://hitconsultant.net/2019/05/07/how-consumer-technology-is-influencing-healthcare-innovation/#.XVH5AW9KiUk</p> <p>Understanding the Ethical Dance of AI and Healthcare – TEDxKanata https://www.youtube.com/watch?v=MDYZXB97Pws</p>	

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	<p>http://www.healthit.gov/ review this website, paying particular attention to the section on For Patients and Individuals located under ‘How Do I?’”</p> <p>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?</p> <p>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.</p>	
9/21	<p>Complementary and Integrative Medicine</p> <p>Readings/website reviews/discussion</p> <p>Integrative Medicine as “Medicine”: A Perspective https://www.liebertpub.com/doi/10.1089/imr.2022.0054</p> <p>National Institutes of Health. National Center for Complementary and Integrative Health. https://nccih.nih.gov/</p> <p>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).</p> <p>People’s Pharmacy: http://www.peoplespharmacy.com/</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. Thinking about the readings and your own experience, what is your opinion about <i>Complementary and Integrative Medicine</i>? 2. As information professionals, what can we do to provide clear, understandable information about <i>Complementary and Integrative/Alternative Medicine</i> to the general public? 	

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<p>9/26</p>	<p style="text-align: center;">Student selected websites Well-Being Day – No Class</p> <p>-Each student will select a website for review, create a video or other presentation, and participate in class discussion.</p> <p>-The website is of your choosing and is to be relevant to CHI.</p> <p>-Each student will provide the class with a title and URL to the website selected (posted on Sakai), so that everyone can access all of them later, if they wish.</p> <p>-Each student will give me a brief abstract of the website.</p> <p>-Each student will record a video or other type of presentation, no longer than 10 minutes and post on Sakai.</p> <p style="text-align: center;">*****</p> <p>Outreach and Community Engagement</p> <p>Flaherty, M. G. (2016). Rural public libraries as community change agents: Opportunities for health promotion. <i>Journal of Education for Library and Information Science</i>, 57(2), 143-150 https://files.eric.ed.gov/fulltext/EJ1096683.pdf</p> <p>Public libraries as partners for health: https://www.cdc.gov/pcd/issues/2018/17_0392.htm</p> <p>Let’s Move in Libraries: https://letsmovelibraries.org/</p> <p>Health Happens in Libraries: https://www.webjunction.org/explore-topics/ehealth.html</p> <p>Public health is part of library outreach: https://www.webjunction.org/news/webjunction/public-health-library-outreach.html</p>	<p>MID-TERM VIDEO/OTHER PRESENTATION due today Student Selected Websites – Upload to Sakai</p>
<p>9/28</p>	<p>Volunteers present selected websites to the class, discussion</p>	

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10/3	<p>Guest Speaker: Tony Nguyen – Executive Director, Network of the National Library of Medicine (NNLM), Region 1, University of Maryland, Baltimore, Health Sciences & Human Services Library Topic: Outreach, Elements of a good outreach funding proposal, NNLM, NLM, Hiring</p> <p>Zoom link for this guest session ONLY: https://umaryland.zoom.us/j/91244934788?pwd=L2R5RU56K0c4MzNoZDEyK1VRTG1mdz09</p>	<p>Special Zoom Link for Session 6:00 – 7:15 pm</p>
10/5	<p align="center">Outreach Proposal Due – Post to Sakai No class – If extra time, work on final project or get ahead</p>	<p>Outreach proposal due – Outline of required elements of brief proposal is posted in Sakai – upload your proposal</p>
10/10	<p>Guest Speaker: Saul Amezcua, Senior Patient Experience/Health Literacy Consultant, Atrium Health, Charlotte, NC Topic: Implementing health literacy practices in large health system, importance of engaging patients and families, work beyond patient education</p> <p>Zoom link for this guest session is our usual zoom room above.</p>	<p>Zoom Link for Session is our usual zoom room. See above.</p>
10/12	<p align="center">University Day – No Class</p>	
10/17	<p>Evidence Based Medicine and CHI</p> <p>Reading/website review Evidence-Based Practice: What It Is and Why It Matters https://www.cdc.gov/genomics/about/file/print/Evidence-Based_Practice_508.pdf</p> <p>Review the Center for Evidence Based Medicine: EBM Tools section: https://www.cebm.ox.ac.uk/resources/ebm-tools</p> <p>Cochrane - http://www.cochrane.org/ - Click and read the ‘Our Evidence’ and ‘About us’ sections. AND . . .</p>	

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	<p>Cochrane Consumer Network: https://consumers.cochrane.org/</p> <p>Consumers United for Evidence-based Healthcare – CUE: http://consumersunited.org/</p> <p>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. *****</p>	
<p>10/19</p>	<p>Consumer Health Informatics and Electronic Health Records Reading/discussion</p> <p>Consumer Health Informatics: Past, Present, and Future of a Rapidly Evolving Domain: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5171509/</p> <p>Patient-generated health data and electronic health record integration: a scoping review https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7969964/</p> <p>Defining the Patient-centered medical home (PCMH) https://pcmh.ahrq.gov/page/defining-pcmh</p> <p>What is patient-centered care? https://catalyst.nejm.org/doi/full/10.1056/CAT.17.0559</p> <p>Shared decision-making: https://www.healthit.gov/sites/default/files/nlc_shared_decision_making_fact_sheet.pdf</p> <p>Participatory Medicine: https://participatorymedicine.org/</p> <p>Potential subtopics:</p> <ul style="list-style-type: none"> ☐ Science of engagement ☐ Human computer interaction/computer human interaction ☐ Citizen science ☐ Participatory health ☐ Health literacy and digital literacy ☐ Health education and promotion ☐ Personal health technologies; personal health records, portals, wearable devices, remote patient monitoring, mobile applications 	<p>Due today: One or two paragraphs about one of the subtopics in this section and post to Sakai</p>

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	<ul style="list-style-type: none"> ☐ Person generated health data ☐ Social data ☐ Telehealth and digital health ☐ Technology design ☐ Evaluation and adoption for technologies for patients, caregivers, family members and community members ☐ Collaboration among clinicians, patients, caregivers, and community members 	
10/24	<p>CHI user groups: older adults Readings/website review/discussion</p> <p>Online Health Information Seeking Behaviors Among Older Adults: Systematic Scoping Review: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8892316/</p> <p>National Institute on Aging: https://www.nia.nih.gov/</p> <p>AARP/Health: http://www.aarp.org/health/</p> <p>Centers for Disease Control (CDC): Promoting Health for Older Adults: https://www.cdc.gov/chronicdisease/resources/publications/factsheets/promoting-health-for-older-adults.htm</p> <p>Federal Trade Commission Alerts (search: health): https://consumer.ftc.gov/consumer-alerts</p> <p>Spot health insurance scams: https://consumer.ftc.gov/articles/spot-health-insurance-scams</p> <p>National Council on Aging: Top 10 Financial Scams Targeting Seniors: https://www.ncoa.org/article/top-10-financial-scams-targeting-seniors</p>	
10/26	<p>CHI user groups: Adolescents Readings/website review/discussion</p> <p>Lessons learned from multisite implementation and evaluation of Project SHARE, a teen health information literacy, empowerment, and leadership program: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6300228/</p>	

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	<p>A qualitative study exploring high school students’ understanding of, and attitudes towards, health information and claims: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5600218/</p> <p>Adolescent and Young Adult Use of Social Media For Health and its Implications: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5441939/</p> <p>Please review these Websites:</p> <p>Nemours Teen Health: https://kidshealth.org/en/teens/about.html And Nemours Navigating the Health Care System Curriculum for Teens: https://www.movinghealthcareupstream.org/navigating-the-health-care-system/</p> <p>News Literacy: https://newslit.org/</p> <p>Columbia University. Health Education Program. <i>Go Ask Alice</i>. https://goaskalice.columbia.edu/</p>	
10/31	<p style="text-align: center;">Student-selected organization</p> <p>*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</p>	<p>Due today Student Selected Organization</p> <p>Presentations begin</p>

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11/2	Student-selected organization	Presentations continue
11/7	<p>Consumer/Patient Empowerment and Technology Viewing/website review/discussion</p> <p>View these sites:</p> <p>Epatient Dave: https://www.epatientdave.com/</p> <p>Society for Participatory Medicine: https://participatorymedicine.org/</p> <p>How artificial intelligence is redefining consumer health experiences: https://bit.ly/3aQGvsm</p> <p>Watch these videos:</p> <p>Democratizing Healthcare with AI TEDxGateway: https://www.youtube.com/watch?v=MNp26DgKxOA</p> <p>Genetics as a catalyst for precision medicine TEDxEdina video: https://www.youtube.com/watch?v=6wLpv8DgsiY</p> <p>Question: How would you respond to this question? “To what extent are consumers empowered?”</p>	
11/9	<p>Support groups as Sources of Health Information</p> <p>Readings/website review/discussion:</p>	

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	<p>Online Support Groups: The Good, the Bad, and the Motivated: https://www.tandfonline.com/doi/full/10.1080/15398285.2017.1279930</p> <p>Support Groups: Make connections, get help: https://www.tandfonline.com/doi/full/10.1080/15398285.2017.1279930</p> <p>Patients Like me: http://www.patientslikeme.com/ Daily Strength: http://www.dailystrength.org/ MedHelp: http://www.medhelp.org</p> <p style="text-align: center;">*****</p> <p>Patient Portals/Information access Reading/discussion</p> <p>Please review these sites on Patient Portals: What is a Patient Portal? - http://www.healthit.gov/providers-professionals/faqs/what-patient-portal</p> <p>Redesign Consumer Health Information through Information Architecture. https://medium.theuxblog.com/redesign-consumer-health-information-through-information-architecture-73dde0e9d4a0</p> <p>Patient portals: How can they impact primary care? https://www.pccpc.org/sites/default/files/resources/Issue%20Brief%20Final.pdf</p>	
11/14	<p>DUE: Final Projects In Assignments section of Sakai</p>	<p>Final projects/paper due by 12:00 am – midnight Brief summary presentations begin for volunteers done early</p>
11/16	<p>Final paper/project presentations</p> <p>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.</p>	<p>Final presentations begin</p>

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	<p>Presentation will take approximately 10-15 minutes.</p> <p>Note: In addition to submitting the full project/paper, including background literature review, please prepare a brief summary of the project for presentation in class.</p> <p>*****</p>	
11/21	Final projects/presentations continue	
11/23	Thanksgiving Break! Have a great holiday!	
11/28	Wrap-up discussion – Q & A (any unfinished presentations)	
11/30	<p>Last day of class</p> <p>Consumer Health Information: What’s Next? Advances in mobile technologies? Robotics? Human Computer Interactions?</p>	