

**LIS5631 HEALTH INFORMATION SOURCES – 3 credits**

**Summer 20XX | Day | Time | Room  
Mode of Instruction: Online**

*Students all meet with instructor for class weekly, synchronously, using a multi-media conferencing system such as Collaborate, at a specific class time indicated in the University’s course schedule for each semester. Additional asynchronous interactions (e.g., discussion forums) among students and with instructor will be required, as indicated below in course evaluation and assessments, to complete the course.*

## CONTACT INFORMATION:

## Instructor:

## Office Address:

## Office Hours:

## Email:

## Phone:

# COURSE DESCRIPTION:

This course provides an overview of health information resources used in different contexts including clinical care, research and continuing medical education, as well as patient health care and health promotion and communication. Students will evaluate and explore a variety of medical and consumer health information sources. The class will discuss issues, trends, and policies related to the retrieval and use of health information including the different stakeholders that shape these (e.g., local, state and national organizations and professional associations).

Course material is intended for those interested in professions that require the use and/or provision of medical and consumer health information sources in a variety of settings including bio‐medical research, continuing medical education, clinical care and patient education.

# PREREQUISITE: none

# COURSE OBJECTIVES:

Upon successful completion of the course, the student should be able to:

* Describe the contexts in which the need for bioscience and health sciences–related information emerges.
* Discuss the health information needs of specific users as it relates to clinical care, research and education.
* Identify and use a wide variety of health information sources and tools used for clinical care, research and continuing medical education.
* Evaluate and recommend appropriate health information sources to meet the needs of health consumers.
* Examine issues and trends that impact programs and policies related to the provision of health information.

# COURSE MATERIALS:

## Required Readings:

* A current textbook similar in content and price to this textbook will be required and will be assigned no later than the university deadline for textbook assignments: Ennis, L. A., & Mitchell, N. (2010). *The Accidental Health Sciences Librarian*. Medford, NJ: Information Today, Inc. (Paperback ISBN: 978‐1573873956; Kindle Edition: 1573873950 (Additional resources available here: [http://ahslbook.wordpress.com/web‐sites/](http://ahslbook.wordpress.com/web))
* A list of readings will also be provided on the course site. Students will have 2‐3 readings per topic.

***Recommended***:

* Huber, J. T., & Swogger, S. (Eds.). (2014). *Introduction to Reference Sources in the Health Sciences (6th ed.)*. New York, NY: Neal‐Schuman Publishers, Inc. (Paperback ISBN: 978‐ 0838911846)
* Spatz, M. (2014). *Medical Library Association Guide to Providing Consumer and Patient Health Information* (M. Spatz Ed.). Lanham, Maryland: Rowman & Littlefield Publishers.

# COURSE ASSIGNMENTS AND EVALUATION:

1. **Instructional Tutorial** (30%) – Create an audiovisual tutorial demonstrating how to use a health information resource of your choice (the instructor will provide several resources that the class can choose from). The tutorial must include basic information about the resource and its uses, a summary of its features, and a demonstration of how to use the resource (depicting sample search scenario using basic features). The tutorial should be designed with a specific target audience in mind (e.g., health consumers, researchers, health practitioners, or librarians). You may use any tool to produce your tutorial (e.g., Powerpoint, Prezi, Camtasia, etc.) but it must include both audio (e.g., narration) and visuals (e.g., clear screenshots OR video).
2. **Class Presentation** (10%) – Present a brief overview (5‐6 slides only) of the key features of the resource you chose for your Instructional Tutorial project. Explain how this resource compares with other similar resources (if applicable) and/or highlight features that might be specifically useful to users. To accompany your presentation, prepare a one‐page handout (or tips sheet/pathfinder) describing the resource (e.g., include a brief description of the resource, basic or advanced search tips, etc.)
3. **Read & React Discussion Posts** (20% ‐ *7 posts on different weeks*) – This requirement comes in two parts.
   * ***READ & REFLECT***: Read **at least 2** of the articles on the reading list for each week (at least one article per topic if there is more than one for that week). Post your reflections and critical comments on the course topic/s on 7 different weeks of your choice. For each post: **(a)** identify 2 main takeaways from the week’s readings and

**(b)** briefly explain why these resonated with you ‐ these should be critical reflections and NOT summaries. Discussion board postings must be substantive and **at least 150 words**. Original posts must be submitted *by midnight EST the day* **before** the topic will be discussed in class. At the end of each post, list the articles you chose to read for that week. Use APA 6th format for your citations.

* + ***REACT***: Post a substantive comment on another student’s posting for that week. These comments must be substantive (at least **100 words** long) and must be posted no later than *midnight EST on Friday* the week the topic is covered in class.

1. **Class Activities** (20%) – We will have class activities on selected weeks (these will be indicated in the course modules). These may include search activities, short quizzes, case studies or team challenges.
2. **Health Information Resource Collection (15%)** *(1-2 per week; minimum of 6)* – We will collaboratively create a collection of useful Health Information Resources. You are required to contribute links to 1-2 useful and credible resources (e.g., relevant articles, resources or databases, tools or apps) related to the course topics on 6 different weeks (*no duplications are allowed*).

# GRADE CALCULATION:

Grades will be distributed in the following manner:

|  |  |
| --- | --- |
| **REQUIREMENTS** | **%** |
| **Instructional Tutorial** | 30 |
| **Class Presentation** | 10 |
| **Read & React Discussion Posts** *(minimum of 7 posts on different weeks)* | 20 |
| **Class Activities** | 20 |
| **Health Information Resource Collection** *(minimum of 6 links on different weeks)* | 15 |
| **Attendance** *(attend minimum of 10 sessions inclusive of the final presentation day)* | 5 |
| **TOTAL** | 100 |

# GRADING SCALE:

*The course will use the standard grading scale for courses taught at FSU:*

|  |  |  |  |
| --- | --- | --- | --- |
| A | 93 ‐ 100 | C | 73 – 76 |
| A‐ | 90 – 92 | C‐ | 70 – 72 |
| B+ | 87 – 89 | D+ | 67 – 69 |
| B | 83 – 86 | D | 63 – 66 |
| B‐ | 80 – 82 | D‐ | 60 – 62 |
| C+ | 77 – 79 | F | 0 – 59 |

**COURSE SCHEDULE:**

Be sure to review the Academic Calendar for important dates and deadlines: <http://registrar.fsu.edu/dir_class/>

|  |  |
| --- | --- |
| **WEEK** | **TOPICS** |
| **1** | Professional Competencies for Health Information Professionals |
| **2** | Health Reference in Context: Who Are the Users? |
| **3** | Changing Roles of Health Science Librarians Searching PubMed/MeSH |
| **4** | Resources for Medical Practitioners, Researchers, and Educators   * Drug Information Sources * Medical and Health Statistics * U.S. Government Documents and Technical Reports * Grant Sources * Point of Care and Clinical Decision Support Resources |
| **5** | Evidence‐Based Medicine |
| **6** | Medical Research and Citation Management Tools |
| **7** | Creating Instructional Materials for Users |
| **8** | Consumer Health Resources  Finding Quality Health and Medical Information for Consumers on the Web |
| **9** | Providing Consumer and Patient Health Information |
| **10** | Issues: Digital Divide, Health Literacy, Accessibility and Ethical Issues |
| **11** | Meeting the Needs of Diverse Groups |
| **12** | Class Presentations |

# SCHOOL OR DISCIPLINARY POLICIES:

**Copyright Statement**

Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Technology, Education, And Copyright Harmonization (TEACH) Act (refer to the 3/7/2001 TEACH Act at [www.copyright.gov/legislation/archive/](http://www.copyright.gov/legislation/archive/)).

**Sexual Harassment Policy**

It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form. <http://registrar.fsu.edu/bulletin/graduate/information/university_notices/>

**iSchool Hardware and Software Requirements**

A list of all hardware and software requirements for students participating in the School of Information (iSchool) courses can be found at the following location: <http://ischool.cci.fsu.edu/academics/online/requirements/>

**Student Eligibility for an Incomplete Grade**

Incomplete (“I”) grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory (C average).

**University Attendance Policy:**

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**Academic Honor Policy:**  
The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>.)

**Americans With Disabilities Act:**  
Students with disabilities needing academic accommodation should:  
(1) register with and provide documentation to the Student Disability Resource Center; and  
(2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
sdrc@admin.fsu.edu  
<http://www.disabilitycenter.fsu.edu/>

**Syllabus Change Policy**  
"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice."