

School of
Information Sciences

Graduate Library and Information Science Program

Spring Term 2013 - January-April 2013

LIS 2585 Health Consumer Information Resources and Services

Face-to-face class: Tuesdays, 3-5:30pm - Room 838 SIS

This term-long, 3-credit course will focus on collection development, reference, and education services, in the special domain of consumer health materials in print, nonprint, and electronic formats.

The course covers the identification of appropriate and accurate materials for consumer health and family education; the policy issues that arise when providing consumer and family health information in different settings; the role of the public media; and information and referral services to and from healthcare organizations, community agencies, and public libraries.

Among the "special populations" whose health-related information needs will be discussed are persons living with AIDS/HIV disease, children, those with chronic diseases, persons of color, the disabled, the dying, the elderly, those of limited literacy, gay/lesbian/bisexual/transgendered people, the homeless, those with mental illnesses, pet owners, the poor, prisoners, refugees, teens, women, and men. The role of their family, friend, or neighborhood caregivers as information seekers will also be discussed.

This course is especially appropriate for those interested in working in medical and public libraries, healthcare organizations, community agencies, middle and high school library media centers, and academic libraries with students intending careers in the helping or service professions.

Course Faculty:

Ellen G. Detlefsen, DLS

Associate Professor, Library & Information Science & Training Program Core Faculty, Department of Biomedical Informatics
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CALENDAR

The first seven sessions are on general issues of Consumer Health Information (CHI), with a special emphasis on library collections, programs, and services.

SESSION 1: January 8

Introduction; Sites & Providers; Local & National Resources; Users of CHI

SESSION 2: January 15

Literacy Levels; Medical Terminology; MEDLINE®, CINAHL®, and Other Online Sources of Indexing for CHI Materials

SESSION 3: January 22

Formats for Information; Collections Development; Reviewing Sources; Standards and Policy Statements

SESSION 4: January 29

Liability and Disclaimers; Facilities Planning; Staffing Needs; Organization Schemes; Classifications; Consumer Health Information (CHI) for Sale: Information Brokers and Freestanding CHI Centers

SESSION 5: February 5

Consumer Health Information in the Public Media: The Role of Print and Broadcast Journalism; Audiovisual Materials; the Internet and Web Materials

SESSION 6: February 12

Health Literacy. Information Behaviors of Consumers, Patients, and Their Caregivers. Reference Services.

SESSION 7: February 19 *ALL-ONLINE CLASS: no F2F class this week!*

Drug Information and Services; Nutrition Materials and Services; Legal, Economic, and Faith-based Materials and Services.

The next seven sessions deal with "special populations" and their specific CHI needs, as well as specialized collections, services and materials developed for these groups.

SESSION 8: February 26

Issues in Controversy: Materials and Services for those who use Complementary and/or Alternative Medicine; Medical Tourism

SESSION 9: March 15

Issues in Cultural Competency and Diversity: Materials and Services for Communities of Diversity, especially Hispanic and Latino Peoples, Asian Pacific Peoples, and Native Peoples

March 12: University Spring Break – No Class

SESSION 10: March 19

Issues of Gender, Sexuality, and CHI: Services and Materials for Women, Men, and Gay, Lesbian, Bisexual, Transgendered People

SESSION 11: March 26 Issues in Ethnicity: Materials and Services for African Americans; the Special Case of Clinical Trials

SESSION 12: April 2

Issues of Age and CHI: Materials and Services for Kids, Young Adults, and their Caregivers; Materials and Services for Those with Companion Animals; Materials and Services for Elders and those with Chronic Diseases; Materials and Services for Those who are Dying

SESSION 13: April 9

Issues of Social Justice and CHI: Materials and Services for Persons with Disabilities, those experiencing Mental Illnesses, and Persons Living with AIDS/HIV Disease, the Poor, Refugees, the Homeless, and Prisoners

SESSION 14: April 16

Poster Session. Consumer Informatics. The Future for CHI

COURSE REQUIREMENTS

1. **F2F students:** *Attendance & active participation in class*
2. **F/T, Online, and WISE students:** *Weekly review of slides and audio files*
3. *Readings as assigned*
4. **Active* participation on weekly CourseWeb Discussion Boards*
5. *9 written exercises*
6. **Final project: Structured Abstract/Online Poster/Handout**

READINGS

Readings will be taken from two web-based textbooks, from the journal literature of both library/information science and medicine, and from representative websites. Readings will be posted weekly via CourseWeb.

The required texts for the course are

- **National Network of Libraries of Medicine. South Central Region. *Consumer Health: An Online Manual. 2000-2010.***
<http://nnlm.gov/outreach/consumer/>
- **National Network of Libraries of Medicine. Pacific Southwest Region [and] The California State Library. *Finding Health and Wellness @ the Library: a Consumer Health Toolkit for Library Staff. 2010.***
<http://www.library.ca.gov/lds/docs/HealthToolkit.pdf>

Other web-based readings will be distributed to the class via CourseWeb weekly. A CourseWeb Discussion Board for your comments on the assigned readings will be available.

EXERCISES

[2] Due January 22, 2013 - Review Exercise-1

Choose a book that is a patient/consumer/caregiver narrative or autobiography, clear your choice of book with the instructor, read it, and write an evaluative review for your colleagues. Each student will read a different title; choices will be vetted by the instructor on a first-come, first-served basis! A running list of classmates' choices will be posted in the Announcements area of the class CourseWeb site. Reviews should be approximately 250 words, and should include a full citation and an evaluation, as well as information about the author's qualifications; it should state for which collections or type of library the title is most suitable. The review should be posted to the designated Discussion Board on CourseWeb by noon on the due date so that the entire class can benefit from your review and evaluation.

[3] Due January 29, 2013 - Review Exercise-2

Choose a magazine or newsletter that is consumer health-oriented, clear your choice with the instructor, read at least a year's worth of it, and write an evaluative review for your colleagues. The reviews will be shared electronically so that each participant will have the recommendations from all other classmates. Each student will review a different title; choices will be vetted by the instructor on a first-come, first-served basis! A running list of classmates' choices will be posted in the Announcements area of the class CourseWeb site. Reviews should be approximately 250 words and should include a full citation, and an evaluation, as well as information about the editor's and/or publisher's qualifications; it should state for which collections or type of library the item is most suitable. The review should be posted to the designated Discussion Board on CourseWeb by noon on the due date so that the entire class can benefit from your review and evaluation.

[4] Due February 19, 2013 - Review Exercise-3

Choose one health website that is general in nature and consumer health-oriented, and clear your choice with the instructor; visit the site, and write an evaluative review of the site for your colleagues. Each student will review a different website; choices will be vetted by the instructor on a first-come, first-served basis! A running list of classmates' choices will be posted in the Announcements area of the class CourseWeb site.

Reviews should be approximately 200 words, and should include a full citation, and an evaluation, as well as information about the reliability and accessibility of the website. The review should be posted to the designated Discussion Board on CourseWeb by noon on the due date so that the entire class can benefit from your review and evaluation.

[5] Due February 26, 2013 - Review Exercise-4

Choose and watch view a film that presents a picture of a health problem/diagnosis/issue from a consumer's point of view. It can be a Hollywood production, a foreign flick, or a made-for-TV movie; it can be fictional or a documentary. After viewing and reviewing the film, please look at the MEDLINEPlus® entry for the health condition described in the film and compare the film's coverage with that of MedlinePLUS®

Each student will review a different show or segment or program or film; choices will be vetted by the instructor on a first-come, first-served basis! A running list of classmates' choices will be posted in the Announcements area of the class CourseWeb site. Reviews should be approximately 350 words and should include a full citation, and an evaluation, as well as information about the producer's and director's qualifications; it should state for which collections or type of library the item is most suitable, and it should discuss the comparison with MedlinePlus®. The review should be posted to the designated Discussion Board on CourseWeb by noon on the due date so that the entire class can benefit from your review and evaluation.

[6] Due March 15, 2013 - Review Exercise-5

Choose a book, journal, or video that is a consumer-oriented CHI title written from a "complementary" or "alternative" point of view; clear your choice with the instructor, read it, and write an evaluative review for your colleagues. Each student will read a different title; choices will be vetted by the instructor on a first-come, first-served basis! A running list of classmates' choices will be posted in the Announcements area of the class CourseWeb site. Reviews should be approximately 250 words, and should include a full citation, and an evaluation, as well as information about the author's qualifications; it should state for which collections or type of library the title is most suitable. The review should be posted to the designated Discussion Board on CourseWeb by noon on the due date so that the entire class can benefit from your review and evaluation.

[7] Due March 26, 2013 - Review Exercise on Cultural Competency/Diversity

Choose one community from the following list of communities or cultural groups with cultural or religious traditions; be sure to choose a community or cultural group which is not familiar to you. Each student will review a different community; please clear your choice of community with the instructor; choices will be vetted by the instructor on a first-come, first-served basis, and a running list of classmates' choices will be posted in the Announcements area of the class CourseWeb site. Using MEDLINE, CINAHL, and any other resources that you may choose, please review current literature on the cultural and/or religious issues that need to be considered when providing your specific community with healthcare and health information. Please summarize the issues you identify in a reflection paper of no more than 3pp, to be posted to the designated Discussion Board on CourseWeb by noon on the due date so that the entire class can benefit from your research.

[This list is taken from Knights-Rundle A, Carvalho M, Robinson M, Eds, from Children's Hospital Boston. *Honoring patient preferences: a guide to complying with multicultural requirements*. San Francisco: Jossey-Bass, 1999.]

African communities: Cape Verdean, Eritrean, Ethiopian, Nigerian, Somalian

Asian communities: Cambodian, Chinese, Indian, Japanese, Vietnamese

Central American/Caribbean communities: Central American/Mexican, Dominican, Haitian

European communities: Greek, Gypsy (Roman), Portuguese, Russian

Middle Eastern communities: Saudi Arabian

South American communities: Brazilian

North American communities: African American, Native American (North American Indian), Puerto Rican

Nationality-Independent Cultural Groups: Deaf or Hard-of-Hearing, Families with Gay or Lesbian Parents

Religious communities: Buddhism, Church of Jesus Christ of Latter-Day Saints (Mormon), First Church of Christ, Scientist (Christian Science), Hinduism, Islam (the Faith of Muslims), Jehovah's Witnesses, Judaism, Eastern Orthodox, Protestantism (Christian), Roman Catholicism, Santeria

There are many other communities and faith traditions and nationality-independent cultural groups in North America; if you want to choose a community or faith tradition not on this list, please feel free to do so, but please discuss your choice with the instructor first.

[8] Due no later than March 26, 2013 - Site Visit summary

In consultation with the instructor, and no later than the third week of class, choose one general consumer health site or provider, and arrange to interview the librarian or manager. In a short paper of no more than 3 pages, describe the physical facilities, users, services, staffing, collections, publications, etc. Please turn this paper into the instructor and not to the class CourseWeb site. Each member of the class will do one visit, and there is to be no overlap of sites among members of the class! A running list of classmates' choices will be posted in the Announcements area of the class CourseWeb site. Feel free to choose a site or individual near where you live or work, but please do not choose any site where you now work or are an intern, or have worked or interned in the past, or which you have visited for another class.

[8] Due April 2, 2013 - Pathfinder

Pick a consumer health topic that is targeted to a special population of your choice. Prepare a 2-page guide to basic CHI information about that problem, oriented to the consumer, patient, and/or family. Try to use resources from both the medical and public sectors, and try to locate audiovisual, electronic, and print resources and local organizational resources if possible. You may use health resources in any formats from any health sciences, patients', or public library or consumer health organization. The "camera-ready" Pathfinder should be posted to the designated Discussion Board on CourseWeb by noon on the due date so that the entire class can benefit from your review and evaluation.

[9] Due April 2, 2013 - Electronic Conference Review

By the end of the first week of class, please subscribe to CAPHIS, the electronic discussion list of the Consumer and Patient Health Information Section of the Medical Library Association. You can subscribe directly from the CAPHIS website at http://caphis.mlanet.org/activities/Caphis_listserv.html Please read CAPHIS faithfully for three months [January 10 - April 5, 2013]. You should then review this list-lurking experience in a paper of no more than 2 pages. Turn this paper into the instructor, and not to the class CourseWeb site. You should feel free, however, to comment on and quote from the e-list traffic on our class Discussion Boards, as appropriate. Please do NOT post queries about your assignments to the e-list.

[10] Final Project: Structured Abstract DUE to the instructor by noon on MONDAY, April 8, 2013; Online Poster/Handout DUE to the instructor by noon on MONDAY, April 15, 2013.

You should choose a topic related to your special population of choice that is a current issue in consumer health information work. In consultation with the instructor, choose a problem that interests you personally or one that needs to be accomplished professionally. Clear your choice of topic with the instructor.

Please prepare an online poster for a professional meeting, on the topic. You must also prepare a structured abstract for your work and a 2-page handout/bibliography for your peers. Structured abstracts must be submitted electronically to the instructor one week prior. The actual posters will be presented online for the colleagues on the last day of class.

Information about, and templates for, preparing "traditional" posters and online posters can be found at

- D. Shelledy. How to Make an Effective Poster.
<http://www.rcjournal.com/contents/10.04/10.04.1213.pdf>
- Design of Scientific Posters.
<http://writing.engr.psu.edu/posters.html>

A note on Citations: Please choose and use a standard citation style and style manual whenever you cite the work of another.

A good choice for those interested in medicine is the *Uniform Requirements for Manuscripts Submitted to Biomedical Journals*, which may be found at <http://www.annals.org/cgi/content/full/126/1/36> . Additional information can be found in the NLM publication entitled *Citing Medicine: the NLM Style Guide for Authors, Editors, and Publishers* (2nd ed.). <http://web.ncbi.nlm.nih.gov/books/bv.fcgi?call=bv.View..ShowTOC&rid=cimed.TOC&depth=2> You may also want to look at this resource from the Medical Library Association: <http://www.mlanet.org/publications/style/index.html>

Those with an interest in academic libraries may want to look at the APA style requirements: <http://www.apastyle.org/>
<http://www.apastyle.org/spelling.html>
<http://www.apastyle.org/elecref.html>

Those who are more interested in public libraries and community agencies may want to use the classic *Chicago Manual of Style*:
<http://www.chicagomanualofstyle.org/home.html>

A Note on Grading: My grading practices are grounded in the pragmatic notion that, in a professional school, the instruction should be provided in a manner that prepares students to enter the profession with enthusiasm for the field and a realistic skill set for their first professional position. In real terms, this means that I grade student work with a professional metric that emphasizes meeting expectations rather than achieving a certain numerical score or letter grade:

++ = extra credit (extra-ordinary work)

√+ = Excellent (outstanding insight into subject matter; exceptional clarity of presentation)

√ = Good (fulfills all course requirements; competent treatment of subject matter; clear presentation)

√- = Fair (partial understanding of subject matter; presentation does not conform to instructions or is hard to follow)

√-- = Poor (poor understanding of subject matter; confusing presentation; assigned work is partly incomplete)

∅ = Fail (lack of basic understanding of subject matter; assigned work is not turned in)

Note: I will return papers to you during midway through the class, and again at the end of the class. Papers will be snailmailed to online, FastTrack, and WISE students. I will also email a progress report to each classmate sometime after the middle of the term.

A note on Deadlines/late assignments: Assignments must be submitted by noon (Eastern Time) on the day they are due. Assignments that are submitted after the due date will be considered as late submissions, and will not be eligible for a check-plus. If extenuating circumstances interfere with your ability to submit an assignment on time (e.g. serious illness, bereavement, an accident, an "Act of God"), it is your responsibility to contact the instructor as soon as possible.

A note on Plagiarism: Plagiarism will not be tolerated. For an explanation of what constitutes plagiarism, see the University of Pittsburgh policy and

procedures statements. The result of plagiarism on any assignment will be a √-- grade for at least that assignment. If the plagiarism is found to be a repeated offense, the grade for the course will be an "F."

A note on Language Courtesy: Inclusive language: Gender-inclusive language is required in all course work. The use of respectful language in any situation is not a matter of political correctness, but one of simple courtesy.

A note on Special Needs: Students with disabilities who require special accommodations or other classroom modifications should notify the instructor and the University's Office of Disability Resources & Services (DRS) no later than the 2nd week of the term. Students may be asked to provide documentation of their disability to determine the appropriateness of the request. DRS is located in 216 William Pitt Union and can be contacted at 412-648-7890 (Voice), 412-624-3346(Fax), and 412-383-7355(TTY). Students who must miss an exam or class due to religious observances must notify the instructor ahead of time and make alternative arrangements.

A note on Nondiscrimination: As a professor at the University of Pittsburgh, I value equality of opportunity, human dignity, and racial/ethnic/cultural diversity. Be assured that I will promote a safe and conducive environment for learning. In accordance with University policy, I will not tolerate discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran or a veteran of the Vietnam era. In addition to the University's policy, and within the bounds of the course, I do not discriminate on the basis of political creed. This means that you do not have to agree with me in order to do well in this course. So long as you demonstrate an understanding of the course material, you are under no obligation to agree with it. I also make every effort to avoid discrimination on the basis of class or income. If there is something I can do to make the class more hospitable, please let me know. [Adapted from Prof. Connie Oxford's WS 0500 Intro to Feminist Studies syllabus]

A note on Accessibility: Blackboard 7.3 is ADA Compliant and has fully implemented the final accessibility standards for electronic and information technology covered by Section 508 of the Rehabilitation Act Amendments of 1998. Please note that, due to the flexibility provided in this product, it is possible for some material to inadvertently fall outside of these guidelines.

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