

School of
Information Sciences

Graduate Library and Information Science Program

LIS 2586 Health Science Information Sources and Services

Fall Term 2012: The Face-to-Face On-Campus class meets on Tuesdays, 3-5:50pm, 838 SIS Building
Ellen Detlefsen - 613 SIS Building - ellen@sis.pitt.edu

COURSE OUTLINE

Unit 1 : August 28 th ONLINE ONLY CLASS	<i>Introductions. Course Logistics.</i>
Unit 2: September 4 th	<i>Health Professionals. Health Information Professionals. Health Science Libraries & Information Centers. Standards.</i>
Unit 3 : September 11 th	<i>The Structure of Medical Literature. Health Sciences Library Collections.</i>
Unit 4 : September 18 th	<i>Biomedical Terminology. Dictionaries. Thesauri. MeSH®. Classifications. The UMLS.</i>
Unit 5 : September 25 th	<i>MEDLINE®. PubMed®.</i>
Unit 6 : October 2 nd	<i>The Delivery of Medical Library and Information Services.</i>
October 8 th	NO CLASS / October Break
Unit 7: October 16 th	<i>The Evidence-based Practice of Healthcare. Quality Filtering of the Medical Literature. Clinical Medical Librarianship.</i>
Unit 8 : October 23 rd ONLINE ONLY CLASS	<i>The Information Behaviors of Health Professionals.</i>

Unit 9 : October 30 th	<i>Information Resources for Nursing.</i>
Unit 10 : FRIDAY November 2 nd **FAST Track Weekend class**	<i>Information Resources for Drugs and Pharmaceutical Products.</i>
November 6 th	NO CLASS
Unit 11: November 13 th	<i>Information Resources for Health Administration, Bioethics, and Medico-legal Issues. Institutional Review Boards</i>
November 20 th	No class / Thanksgiving Break
Unit 12 : November 27 th	<i>Information Resources for Public Health and Allied Health.</i>
Unit 13: December 4 th	<i>Continuing Education Issues for Health Information Professionals. The Future for Health Sciences Librarianship.</i>
Unit 14: December 11 th	<i>The Poster Session</i>

COURSE REQUIREMENTS

1. Attendance & active participation in class discussions
2. Readings as assigned
3. Active participation in the class electronic discussions via CourseWeb
 - Clipping of the Week
 - Reference Question of the Week
4. 9 exercises
5. 1 group project
6. 1 site visit

READING ASSIGNMENTS are made weekly; any material other than from the two recommended textbooks will be web-accessible. There are two recommended textbooks; material from both books will be assigned on a chapter-by-chapter basis over the course of the term. The books are often listed as out of print and expensive; you may be able to find them in libraries (especially medical libraries) or you may be able to purchase used copies on Amazon™. I have placed my personal copies on the table outside my office door for your use there; please do NOT take them from the table other than to make a copy.

- MS Wood, Ed. *Introduction to Health Sciences Librarianship*; Routledge; 1st edition (2008) ISBN-10: 0789035960; ISBN-13: 978-0789035967. Paperback.

- JT Huber et al, eds. *Introduction to Reference Sources in the Health Sciences*. Neal-Schuman Publishers; 5th edition (2008). ISBN10:1555706363. ISBN-13: 978-1555706364. Paperback. Available at a discount from the publisher: Information on ordering can be found at <http://www.neal-schuman.com/how-to-order> Use discount code **DETL12**.

EXERCISES

Chronological Table of Due Dates:

Exercise #4	Directory Exercise, due <i>September 11th</i>
Exercise #1	Book Review, due <i>September 25th</i>
Exercise #5	Terminology, part 1, due <i>October 2nd</i>
Exercise #3	Paper Trail, due <i>October 23rd</i>
Exercise #2	Electronic Conferencing, due <i>October 30th</i>
Group Project	due <i>November 13th</i>
Exercise #8	IRB Training, due <i>November 13th</i>
Exercise #6	Terminology, part 2, due <i>November 20th</i>
Exercise #7	Drug Information, due <i>November 27th</i>
Site Visit Report	due <i>November 27th</i>
Exercise #9	Structured Abstract for Poster, due <i>December 3rd</i>
Exercise #9	Poster and Handout, due <i>December 10th</i>

[1] Book Review Exercise

due *September 25th*

Choose a book that is a recent personal narrative, biography or autobiography that focuses on, or is written by, a contemporary healthcare professional; clear your choice with Ellen Detlefsen with an email. Read the book, 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 read a different title; you should email Ellen Detlefsen at ellen@sis.pitt.edu with your choice of a title, and books will be "assigned" to classmates on a first-come, first-served basis! Reviews should be approximately 200 words, and should include an evaluation, as well as information about the author's qualifications. A "running list" of titles as they are chosen will be posted on the class CourseWeb site.

The review should be posted to CourseWeb by noon on the due date so that the entire class can benefit from your review and evaluation.

Authors such as Abraham Verghese, Atul Gawande, Audrey Young, Ben Carson, Danielle Ofri, David Watts, Eliza Lo Chin, Ellen Rothman, Emily Transue, Gabriel Weston, Jerome Groopman, Joan Cassell, Kathy Magliato, Lawrence Altman, Lisa Sanders, Lori Alvord, Margaret Mohrman, Melvin Konner, Michael J Collins, Pamela Grim, Pauline Chen, Peggy Vincent, Perri Klass, Rachel Remen, Richard Peschel, Richard Selzer, Richard Zaner, Sherwin Nuland, Theresa Brown, Tracy Kidder, etc. are appropriate. Please feel free to suggest additional authors!

[2] Electronic Conferencing

due *October 30th*

First, using your email, subscribe to the electronic conference for medical librarians entitled MEDLIB-L. Information about the listserv is available on the MLANET website at <http://mlanet.org/discussion/medlibl.html>. After subscribing, please look over the MEDLIB-L [FAQ/Guidelines for Participants](#), and then please read the messages faithfully (at least three times a week!) for TWO MONTHS (i.e. all of September and October), and write a 2 page review of the conference; this review should summarize your reactions to this medium for professional communication. The review should be emailed to the instructor (NOT posted to CourseWeb!) by

noon on the due date. You should feel free to comment on the MEDLIB-L traffic on our CourseWeb Discussion Board as appropriate. You may NOT post your assignments on the list, however!

[3] The "Paper Trail"

due October 23rd

Read a newspaper of your choice, or watch/listen faithfully to any one of the national news programs on television or radio for SIX WEEKS (i.e. September 1st through October 15th), and log the incidence and topics of medical news covered in the popular media. Please read a real newspaper, or listen to a live news program; do not substitute an online edition, webcast or webzine.

For at least three different items mentioned during the time that you are reading or watching the news, please locate and cite the appropriate "background" or source information from the medical literature, and finally comment on your experience with the real-world problems of medical journalism.

Turn in your log, your citations for the source information for the three items, and a reflection paper of no more than 2 pages on your experience. These three items should be submitted to the instructor by noon on the due date.

[4] Directory Exercise

due September 11th

Using at least three different sources (at least *one* of which must be a print source), please locate biographical information for two health professionals whom you (or someone close to you) has consulted recently. Then, again using at least three different sources (at least *one* of which must be a print source), check out at least one hospital, HMO, or clinic whose services you (or someone close to you) has used recently. Please submit your list of sources, and a reflection paper of no more than 2 pages which comments on your use of the directories by email to the instructor.

[5] Terminology Exercise, Part 1

due October 2nd

This exercise has five parts: (a) you will be given the title of an article from a recent issue of a major medical journal to "translate" into layperson's English; (b) you will be given an eponym to decipher what it means and for whom it was named; (c) you will be given the name of an unusual disorder to determine the origin and meaning of the name; (d) you will be given an acronym to determine what the letters stand for, and (e) finally, you must choose MeSH® descriptors which might be applied to each of the four previous terminology problems. For parts (a), (b), (c), and (d), please cite your sources. Turn this assignment into the instructor by noon on the due date.

[6] Terminology exercise, Part 2

due November 20th

Please get one of the several available programmed learning texts in biomedical terminology; complete the program. Prepare a critique of the method of learning, and review your own progress in learning terminology in a paper of no more than 3 pp. Turn this evaluation paper into the instructor by noon on the due date.

- Students in past classes have liked *Medical Terminology: A Short Course* by Davi-Ellen Chabner and/or *Quick Medical Terminology: A Self-Teaching Guide*, 4th edition by Shirley Soltesz Steiner.

NOTE: if you are already well conversant with medical terminology from another degree program or from real-world experience, please let me know, and I will create an alternate exercise for you.

[7] Drug Information Evaluation

due November 27th

Please locate information, including a description, dosage levels, indications, and side effects, for the last prescription drug that you (or someone close to you) have used. Cite at least three sources, at least *one* of which should be a print source, and be sure to include both generic and brand name forms. Then repeat the exercise with at least one over-the-counter (OTC) product that you (or someone close to you) have used recently. Please

hand in your list of sources, plus a reflection paper of no more than 2 pages commenting on what you found, by noon on the due date. Please do NOT tell me all about the drugs and OTC products that you investigate; I am interested in your reactions to the SOURCES of drug information, and not to the drug information itself.

[8] IRB Training

due November 13th

Please log on to the University of Pittsburgh's Research Practice Fundamentals website and create an account for yourself. <https://cme.hs.pitt.edu/servlet/IteachControllerServlet?actiontotake=displaymainpage&site=rpf>

Complete the following modules, and pass the quizzes for each section.

- [Research Integrity \(Formerly RPF Module 1\)](#)
- [Human Subjects Research in Biomedical Science \(Formerly RPF Module 2A\)](#)
- [Conflict of Interest \(Formerly RPF Module 4\)](#)
- [Responsible Literature Searching \(Formerly RPF Module 11\)](#)

NOTE: *You are well-advised to take each individual Chapter Quiz Link rather than the single Module Test Link.*

Email a copy of your certificates to the instructor as “proof” of having completed the modules.

[9] Structured Abstract, and Professional Poster Presentation

due December 3rd & December 10th

You should choose a topic relating to a current issue in the health information professions, or in some aspect of health sciences librarianship. Clear your choice of topic with the instructor. Prepare a poster on the topic, as if you were presenting it at a professional meeting, such as MLA. Please prepare a 1-page *STRUCTURED* abstract for your poster, and email the structured abstract to the instructor by noon on the due date. Then, your posters will be presented in class during the last class session. Online students will present their presentations via the web for display in class on the last day. Please email the online poster to the instructor by noon on the due date.

RESOURCES FOR WRITING PAPERS AND PREPARING POSTER PRESENTATIONS

Citing Medicine: the NLM Style Guide for Authors, Editors, and Publishers (2nd Ed)

<http://www.ncbi.nlm.nih.gov/books/NBK7256/>

Medical Library Association. *Style Manual*. <http://www.mlanet.org/publications/style/index.html>

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>

Primary Health Care Research & Information Service. *Fact Sheet: Design Posters for Maximum Impact*.

http://www.phcris.org.au/phplib/filedownload.php?file=/elib/lib/downloaded_files/publications/pdfs/phcris_pub_366.pdf

Primary Health Care Research & Information Service. *Fact Sheet: Power Point Presentations*.

http://www.phcris.org.au/phplib/filedownload.php?file=/elib/lib/downloaded_files/publications/pdfs/phcris_pub_2405.pdf

GROUP PROJECT

due November 13th

You will be assigned to a small group, and your group will be assigned a real medical reference question. As a group, please search for literature on this question, using at least three different way of accessing MEDLINE®. Please also use at least two of the evidence-based medicine files available to you (as University of Pittsburgh students) through the *HSL Online*.

As a group, please prepare a short presentation about your results and your search experience for an in-class discussion; an F2F student in each group will make the in-class presentation of the group's collective work. You should focus on issues such as search strategy formulation, comparability of retrieval over the several tools, and ease of use. No paper needs to be handed in; this is an in-class presentation of your group's findings. You need to take into account who your client is as well as the stated case for which the client needs information. If you want to use Web-based examples, presentation software, overheads, and/or handouts to illustrate your points, please feel free to do so.

SITE VISIT

due November 27th

In consultation with the instructor, and no later than the third week of class, choose a healthcare institution with a library or information service, and arrange to interview the librarian or information specialist in charge. Try to determine how that institution and its library or information service fit into the several standards promulgated by the JCAHO, the MLA, or any other appropriate body. In a short paper of no more than 3 pages, describe the physical facilities, users, services, staffing, collections, publications, etc. Turn this paper into the instructor by noon on the due date.

Each member of the class will do one visit. There is to be no overlap of sites among members of the class! You may choose your site from the wide array of area hospitals, skilled nursing facilities, group practices, or academic institutions supporting any sort of training in healthcare. You may choose from among pharmaceutical, insurance, or similar company libraries, or state and local agencies serving healthcare needs, etc. You may choose to interview an individual information broker who works with health information. Feel free to choose a site or individual near where you live or work, but please do not choose a public library or other community agency providing health information to consumers, and do not choose the Falk Library of the Health Sciences, or any site where you now work or are an intern, or have worked or interned or site-visited in the past.

A note on Citations

Please choose and use a standard citation style and style manual whenever you cite the work of another person. A good choice for those interested in medicine is the *Uniform Requirements for Manuscripts Submitted to Biomedical Journals*, which may be found on the World Wide Web at <http://annals.org/article.aspx?volume=126&issue=1&page=36>

A note on Language Courtesy and Gender-Inclusive Language: 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 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, I grade student work with a professional metric that emphasizes meeting expectations rather than achieving a certain numerical score or letter grade:

- √+ = 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 or is late without permission*)

A note on Deadlines and Late Assignments: Assignments must be submitted by noon (Eastern Time Zone) on the day they are due. Assignments that are submitted after the due date will be noted as late and will not be eligible for a check-plus, unless the instructor determines that extenuating circumstances apply. If extenuating circumstances interfere with your ability to submit an assignment on time (e.g. serious illness, bereavement, accident, an “Act of God”), it is your responsibility to contact the instructor as soon as possible. You may need to submit corroborating documentation if you are claiming extenuating circumstances.

A note on Special Needs: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and Disability Resources and Services, 216 William Pitt Union, 412-648-7890 or 412-383-7355 (TTY) as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

If you need to miss a class for a religious observance, please notify the instructor in advance and make arrangements for the material that you may miss.

A note on Nondiscrimination: As a faculty member 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 veteran. 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 Connie Oxford's WS 0500 Intro to Feminist Studies syllabus]

Copyright 2012, Ellen Gay Detlefsen Copyright Notice: These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See the University’s Copyright Policy at <http://www.bc.pitt.edu/policies/documents/policy11-02-02.pdf>

LIS 2586 Syllabus updated 08.24.12