

HealthCAS - LIS 2881

Reference Services and Instruction in Healthcare Environments

(4 credits)

January 4, 2012 – April 27, 2012

Instructors:

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Guest Experts Michele No changes & Charlie (cbw completed)

Module 5: Carrie Iwema, PhD, MLS; Barb Folb, MM, MLS, MPH; Melissa Ratajeski MLIS, RLAT

Module 10: HSLs Reference Librarians

Module 12 Mary Lou Klem, PhD, MLIS

Module 14 Melissa Ratajeski, MLIS, RLAT

Module 15 HSLs Systematic Review Group

Questions?

- Course-related questions should be posted on the discussion board.

- Module-related questions should be e-mailed directly to the instructor who is responsible for the Module at our personal email address (listed above). **Please include LIS 2881 in the subject line.**
- Please refer to each Unit Overview document for instructor availability (days, times, and methods for contact).
- Technology-related questions should be directed to the University of Pittsburgh help desk at 412-624-HELP (4357)

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

Course Description

This course provides an opportunity for in-depth examination of reference services with special focus on evidence-based medicine, expert searching and systematic reviews, instructional and consulting services, as well as library services to special populations in the healthcare environment through embedded, clinical and liaison services.

Course Organization

The course, LIS 2881 Reference Services and Instruction in Healthcare Environments, is organized into 3 Units. Each Unit provides the framework for you to become proactive in reference services and instruction and to become an integral member of the health care team.

Michele is the instructor for *Unit 1: Embedded Librarians/Informationists* which runs from Module 1 through Module 5. Michele will cover the development, functions and environments of embedded librarians/informationists. She will provide the technical skills required in interpreting questions framed within a specialized subject domain, how to quality filter and critically appraise the literature, with a focus on the organization of information for problem-solving and synthesizing the results.

Ester facilitates *Unit 2: Librarians as Facilitators of Learning* from Module 6 through Module 9. Unit 2 provides methods to guide best practice for traditional and online library instruction and consultations among the wide range of adult learners and learning styles.

Unit 3: Expert Searching in Health Care runs from Module 10 through Module 15. Charlie will be the instructor for this Unit. You will briefly visit historical changes in the librarian's literature searching role, examine opportunities for expert searching, and look at ways to keep your searching competencies at a high level, so you can act as an expert collaborator. You will examine and use the systematic research method as the vehicle for exploring your collaborative expert searching role by completing a "mock" systematic review literature search.

In the last week of the course, Module 16, you will provide your perspective by reflecting on a new and usable concept discovered during LIS 2881. In addition, two Cumulative Assignments (*Library Instruction Tutorial and In-person Observation/ Critique of a Librarian Instruction Session*) are due during Module 16, on April 27, 2011.

Course Goals

At the end of this course, students will be able to:

UNIT 1: Embedded Librarians/Informationists

- Review core reference knowledge and skills essential in the health care environment
- Investigate techniques to address the challenges in the provision of advanced user information services
- Examine the provision and functions of specialized healthcare information services
- Evaluate librarian skills sets required in providing specialized library services

UNIT 2: Librarians: Facilitators of Learning

Appraise methods to guide best practice for traditional and online library instruction and consultations among the wide range of adult learners and learning styles.

UNIT 3: Expert Searching in Health Care

Practice and explore expert searching and collaborative roles in health science librarianship.

Course Objectives

At the end of the course, students will be able to:

UNIT 1: Embedded Librarians/Informationists

1. Demonstrate knowledge of medical terminology, lab values, vital signs and abbreviations commonly used in practice.
2. Identify what the design is for a study and its level of evidence
3. Interpret a research article and critically appraise it
4. Create an Evidence Table
5. Apply the skills learned in Modules 1-3 in a clinical situation and integrate evidence to improve practice in various settings, including an Evidence-Based Practice (EBP) Council.
6. Describe at least three specialized embedded services and assess their differences.

UNIT 2: Librarians: Facilitators of Learning

1. Relate the application and suitability of various teaching styles, learning styles and learning theories to best practices for library instruction and reference interactions.
2. Compare/contrast teaching and learning methodologies used in health science curriculums.
3. Apply principles of good instructional and visual design for use in library instruction.
4. Appraise the applicability of mobile technologies for use in library instruction.

UNIT 3: Expert Searching in Health Care

1. Define expert searching
2. Identify and apply skill sets required to be an expert searcher
3. Apply advanced searching techniques into your practice
4. Collaborate as an expert searcher

5. Know what resources to use to keep your expert searching skills focused and current
6. Identify, name and apply expert searching standards
7. Examine and understand the systematic review research method
8. Apply expert searching skills in the completion of a “mock” systematic review literature search

Course Policies

- **Assignments**

All assignments are due on the date given. Late assignments will automatically lose points. If there are extenuating circumstances, contact the instructor **BEFORE** the assignment is due.

- **Citations Style**

Citations should be in NLM style, using this style manual: Patrias K. Citing medicine: the NLM style guide for authors, editors, and publishers [Internet]. 2nd ed. Wendling DL, technical editor. Bethesda (MD): National Library of Medicine (US); 2007 [updated 2009 Oct 21; cited Year Month Day]. Available from: <http://www.nlm.nih.gov/citingmedicine>

- **Academic Integrity for Students and Faculty**

Students are expected to follow the University of Pittsburgh guidelines for academic integrity (<http://www.ischool.pitt.edu/about/academic-integrity.php>). To put it simply, as a student you have a responsibility to maintain a code of integrity in carrying out your academic assignments.

A special case of academic misconduct is plagiarism. A substantiated instance of plagiarism will result in, at a minimum, a reduction in assignment grade and/or class grade. If you have any questions about plagiarism or are uncertain about how to avoid committing plagiarism, view this University Library system tutorial: <http://www.library.pitt.edu/services/classes/infoliteracy/tutorials/pl2/plagiarism.htm>. If after viewing the video you still have questions or concerns about avoiding plagiarism or any other act of misconduct, please feel free to contact an instructor for further discussion or clarification.

Faculty are also expected to follow University of Pittsburgh Guidelines for academic integrity. This includes the responsibility to “...be available at reasonable times for the answering or discussion of student questions about course materials or assignments, ...to perform grading duties and other academic evaluations in a timely fashion, ...to base all course evaluations upon good faith professional judgment, ...to respect student confidentiality, ...and to respect the dignity of students individually or collectively in the classroom and other academic contexts” (<http://www.ischool.pitt.edu/about/academic-integrity.php#faculty>). If you have any questions or concerns about our academic responsibilities or how well we are fulfilling our responsibilities, please let us know.

Readings

Most of your readings for this course will be articles from professional journals or information on the Internet, including Web pages, podcasts and videos. Required readings are listed in each module. Copyright compliance may require you to go out of CourseWeb to obtain some of the electronic articles, web sites and additional publications. You may have to use your librarian skills to obtain them. Most of these readings are accessible via Remote Access from the HSLs Website <http://www.hsls.pitt.edu/services/remote/>

Optional readings are also listed. These readings are for your own interest and intended to supplement your learning. You will not be quizzed or required to read these articles.

Course Plan & Activities

The weekly schedule will run from Wednesday morning until Tuesday at 11:59 pm and all assignments will be due by 11:59 pm (**your time**) on the date indicated. We will make each week's schedule available at least by the week of the Module so that you can anticipate what we'll be doing and work ahead if you need to or want to.

Our expectations of your performance are high. We expect that your writing and other contributions to the class and group activities will contain no grammar errors, no misspellings, and that the contributions will be reflective, substantive, and will contribute to the discussion.

Everyone is expected to actively participate in working group activities and assignments. The working group activities/assignments are designed to allow for the sharing of responsibilities among the members of the working group. It is up to each working group to design a method to do this. One method is to think of the working group as a committee. With each committee member given a specific task to do and complete for each working group activity or assignment.

At mid-term a course evaluation will be distributed. This is to assist us with future course planning, and your participation in completing the evaluation is appreciated.

Technology Requirements

Video lectures and guest interviews will be in Web-based (Jing, Panapto) and Quicktime file formats.

During **Module 6 through Module 9**, you will need to use **PowerPoint with an audio and visual component** to create a Tutorial. The Tutorial may be prepared using narration within PowerPoint, or you may download the freely available software, Audacity, and use with PowerPoint. Instructions for using narration in PowerPoint are found within the PowerPoint help section. Instructions for downloading and using **Audacity** may be found at: http://www.cidde.pitt.edu/sites/default/files/Audacity_Reference_%20Guide.pdf

If you want to build your tutorial within an alternative platform, contact the instructor first. However, the requirements for choosing an alternate platform are more stringent. Please keep in mind, **no additional points will be awarded for using a platform above the minimum requirement**. Using an alternative platform provides you with an

opportunity to either use a platform that you prefer, or to learn a new platform, with these stipulations:

a) The instructor must be able to access your tutorial within your chosen platform in order to view it, evaluate and grade it.

b) The alternative platform must include an audio and visual component.

c) If you plan to use a platform with which you are unfamiliar (in order to teach yourself a new technology) consider the following:

--Do I have adequate time to learn to use it?

--Consider the start and end day for any platform with a 30 day free trial. Make sure the trial time extends to the grading period in the assignment.

--Is it the best choice for my tutorial?

In Module 7, one podcast is available through **iTunes**, a free application that you will need to download in order to listen to the required podcast.

Most of the course will be asynchronous except for **Module 12**. During Module 12 there will be a required reference interview “live session” with Charlie using **Webex**. At the end of this “live session” there will be time for working group members to discuss and to organize their working group. These reference interviews can be scheduled with Charlie for 1 hour to 1.5 hours- 8am EST to 8pm EST Thursday March 29 through Saturday March 31, 2012. For detailed instructions please see Module 11 and Module 12.

Graded Assignments

You will complete a variety of graded assignments. You have both individual and group assignments. For the group assignments you will work together, discuss issues, and submit a paper/report that is the group’s effort; and you are graded as a group (same grade for all group members). For the individual assignments, you are free to discuss issues with your classmates, but the written assignment must be your own work.

Listed below are assignment types and explanations of how assignments will be graded. Note that point totals ending in 0.5 will be rounded up to the next whole number. Specific instructions for completing each assignment are available in the appropriate weekly module.

All assignments are due at 11:59pm (your time) the day listed.

1. Discussion Boards

In general we will post discussion questions for you to respond to. In some cases you will be asked to lead the discussion by posting questions. The due dates to post a response to a question, or to respond to student postings *will vary within this course*. Please refer to the Course Schedule and Assignments for specific Discussion Board due dates. Discussions that require postings only are worth 2 points. Discussions that require postings and responses are worth 3 points.

Discussion Board Grading Rubric

Assignment	0	1	2
Db Post	Post not submitted on time	The post is on time and gives a full answer to the topic	The post shows true understanding of the topic and provides a unique and interesting viewpoint
Db Response	Response not submitted on time	Substantive response that furthers the discussion	N/A

2. Short Papers

Short Papers are each worth 10 points. Unless the Assignment instructions state otherwise, these papers must be double-spaced, with 12 point font, and all margins no wider than 1.0 inch. The papers must be typed using a word processing program such as Microsoft Word and delivered electronically to the appropriate module instructor.

The required length of the short papers varies for each Assignment, ranging in length from two paragraphs to five pages without references. Please refer to the Course Schedule and Assignments for specifics about the length required for each short paper.

In addition, for all short papers you will:

- Use proper grammar, punctuation, spelling and complete sentences.
- Explain your answers and provide examples. Simple yes/no responses are not acceptable answers.
- Use NLM Style for citations, as listed in the **Course Policies** section of the Syllabus.

Note: Failure to provide the instructor with a completed paper by the due date and time will result in loss of points.

Short Paper Grading Rubric

Criteria	Possible Points			
	0	1	2	3
Content	Superficial and/or minimal content	Sufficiently developed content with adequate elaboration or explanation		
Conventions	Minimal control of grammar, mechanics, spelling, usage and sentence formation	Limited control of grammar, mechanics, spelling, usage and sentence formation	Sufficient control of grammar, mechanics, spelling, usage and sentence formation	Evident control of grammar, mechanics, spelling, usage and sentence formation
Organization	Minimal control of content arrangement	Confused or inconsistent arrangement of content with or without attempts at transition	Functional arrangement of content that sustains a logical order with some evidence of transitions	Sophisticated arrangement of content with evident and/or subtle transitions
Focus	Minimal evidence of a topic	No apparent point but evidence of a topic	Apparent point made about a topic with sufficient awareness of task	Sharp, distinct controlling point made about a topic with evidence awareness of task

3. Grading Rubrics for Other Assignments (e.g., Evidence Synthesis, Library Instruction Tutorial, Team Harvesting) are unique, and listed here:

LIS 2881 Unit 1 Evidence Synthesis Rubric	0	1-2	3-4
Evidence organization	Content is poorly organized, disjointed and unclear	Content has some organization and clarity	Content is well organized, easy to follow and conclusions/outcomes are clear.
Specificity/detail	There is no detail or elaboration of specifics	Partial detail and specifics conditions are given	Specific conditions and situations completely appropriate
Accuracy of answer	Answer is factually inaccurate	Answer contains elements of accuracy and inaccuracy	Answer is fully accurate and correct
Reference quality	No peer reviewed sources are included or answers are justified by opinion only	Some peer-reviewed sources utilized, no comment on quality of evidence	Peer-reviewed or high quality levels of evidence are used
Grammar/punctuation	Minimal control of grammar mechanics, spelling, sentence formation	Limited control of grammar, mechanics, spelling, sentence formation	Evident control of grammar, mechanics, spelling and sentence formation.

LIS 2881 Unit 1 EBP Program Rubric			
Criteria	0	1-2	3-4
Goals	Goals are not clearly specified	Goals partially delineated	Goals fully delineated
Needs	Needs not described or do not relate to goals	Needs partially described or related	Needs fully described and related
Staff Activities	Staff activities not engaged with goal, appropriate or useful	Staff activities partially related to achieving goal	Staff activities fully related to achieving goals
Cost	No cost information included	Cost information only partially relates to activities; elements of cost partially addressed	Full merging of cost and activities in program. Elements of cost fully explained.
Justification	Does not explain why services are needed or worthwhile.	Partially addresses benefits and advantages of program	Elements fully explained and addresses return on investment or benefits

Library Instruction Tutorial Rubric (MODULES 6 – 9 Cumulative Assignment)

LIS 2881 Unit 2 Cumulative Assignment: Library Instruction Tutorial	Possible Points (20)		
Criteria	0	1	2
Instructional design	Goal* and content does not match	Goal* and content partially match	Goal* and content match
	Objectives* do not match content	Objectives* partially match content	Objectives* match content
Subject Content	Content does not match target audience*	Content partially matches target audience*	Content matches target audience*
	Content contains jargon without supplying definitions	Content contains jargon with definitions given	Content is jargon -free
	Explanations given are not clear	Majority of explanations are clear	All explanations are clear
Presentation	Not engaging, appropriate and useful	Partially engaging, appropriate and useful	Engaging, appropriate and useful
	Overambitious: too much information presented in too brief of a time	Fair balance of information presented for tutorial length	Good balance of information presented for tutorial length
	Content presented does not follow outline*	Content presented partially follows outline*	Content presented follows outline*
	Audio narration is	Audio narration	Audio narration

	missing	partially matches slide content	matches slide content
Visual design	0 submitted visual elements* used	1 of 2 submitted visual elements* used effectively	2 or more submitted visual elements* used effectively

*The goal and objectives, target audience, outline, and visual elements in the final tutorial **must match** the content of the tutorial components which you submitted as individual Assignments throughout Unit 2.

Section below is an identical copy from document titled, Course-3 Syllabus 2012.docx located in folder H:\INFORMATION SERVICES\HealthCAS Course 3\HealthCAS Course-3_2012

Unit 3, Modules 10-15 – 4 unique grading rubrics

Reference interview with investigator (6 points) (Module 12)

Criteria	Possible Points		
	0	1	2
HSLC Checklist	Minimal (60% or less) coverage of checklist	Covered most (80%) aspects of checklist	Covered all aspects of checklist
Questioning techniques	Minimal use of questioning techniques during interview	Used most of the questioning techniques during interview	Used all questioning techniques throughout the interview
Comprehension	Used little or no feedback or restatements	Used some feedback and some restatements	Provided explicit feedback and restatements

Short Paper –Team Harvesting (6 points) (Module 12)

Criteria	Possible Points		
	0	1	2
MeSH Headings including pharmacological action	Irrelevant use/or wrong use of MeSH heading or pharmacological action	Used some appropriate MeSH Headings or pharmacological actions	Captured all appropriate MeSH Headings or pharmacological action
Keywords/phrases	Missed major keywords or phrases	Most keywords or phrase included	Comprehensive list of keywords and phrases
MeSH explosion including pharmacological action	Incorrect use or not use of MeSH explosion or pharmacological action	NA.	Correct use of MeSH explosion or pharmacological action

Independent PubMed Search and Delivery 10 points (Module 13)

Possible Points			
Criteria	0	1	2
Instructions to investigator	Minimal written instructions and elaboration	Adequate written instructions with elaboration	Succinct written instructions with good elaboration
MY NCBI saved search	Does not execute properly	NA	Runs properly
Search Terms	Did not use all terms from harvest exercise	NA.	Used all MeSH and keywords from harvest exercise
Search strategy has spelling mistakes, system syntax errors, or wrong line numbers	Yes	NA	No
Mistakes in use of Boolean, truncation or proximity operators	Yes	NA	No

Short Paper-PRISMA and Core Databases 10 points (Module 13)

Possible Points			
Criteria	0	1	2
PRISMA	Missing one or more PRISMA elements	NA	Includes all PRISMA elements
PubMed gold standard search	Missing relevant keywords or MeSH terms	Most keywords and MeSH terms are present	Comprehensive search that includes all keywords and MeSH terms
EMBASE.com translation	Poor attempt at translating. Missed most Emtree terms and keywords and more than two incorrect field codes	Adequate attempt in translating search. Some (2 or less) Emtree terms and keywords missing with one incorrect field code	Good attempt at translating search. Most Emtree terms and keyword variations with correct field codes
CENTRAL translation	Poor attempt at translating. Missed most MeSH terms and keywords and more than two incorrect field codes	Adequate attempt in translating search. Some (2 or less) Emtree terms and keywords missing with one incorrect field code	Good attempt at translating search. Most MeSH terms and keyword variations with correct field codes
Challenges/Surprises	Superficial and/or minimal content	NA.	Sufficiently developed content with adequate elaboration and explanation

Final Grades

There is a maximum of 327 points that can be earned by completing the assignments. Your final course grade will be assigned based on the following:

Percent	Points	Letter Grade
97-100	316-327	A+
93-96	304-315	A
90-92	294-303	A-
87-89	284-293	B+
83-86	271-283	B
80-82	261-270	B-
77-79	251-260	C+
73-76	238-250	C
70-72	228-237	C-
60-69	197-227	D
Less than 60	Less than 197	Fail