LIS640-401(CJT640-401)
Health Information Resources and Services
(formerly called, Health Sciences Libraries)
Fall 2008

School of Library Information Science
University of Kentucky

Instructor: *Sujin Kim, Ph.D.*
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Mondays 3:30p-5:30p
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NOTE: This syllabus is subject to minor change.   Last modified: August 29, 2008

1. Course Description

- A survey of health sciences libraries and information agencies, including coverage of topics related to: the healthcare community and their information needs, information resources in the health sciences, controlled medical terminologies and classification systems, search and retrieval of various information resources, issues in the management of collections and access in health libraries, and current trends and issues (Prereq: LIS601 and LIS602 or consent of instructor, from UK-SLIS Bulletin).

2. Learning Objectives:

Upon completion of the course, students will be able to:

- Understand the profession of health sciences librarianship, health information centers and libraries, and new trends affecting health information professionals;
- Understand health information resources specific to the healthcare community including clinicians, researchers, administrators (government, industry, health care system), students (basic and clinical), teachers, patients, and consumers;
- Understand major information services and trends including collection development, knowledge organization and representation, public and reference services, user education, information retrieval, health informatics, and evidence based librarianship;
- Search major bibliographic databases by learning advanced searching skills for further evaluation and dissemination of the retrieved results;
- Design bibliographic instruction for various types of user education in health information resources and services.
- Analyze information needs in health sciences by understanding communication patterns, information seeking behaviors, and the transfer of research into practice, and
- Apply all knowledge gained to relevant health information issues in order to better manage the growing mass of health information.

3. Textbook and readings:

Required Textbook:
- M. Sandra Wood (ed). (2008). Introduction to Health Sciences Librarianship. New York: The Haworth Press, Taylor and Francis Group.

Supplementary Textbook:
- Huber J.T., Boorkman, J.A., , & Roper F.W. (Eds.). (2008). Introduction to Reference Sources in the Health Sciences (5th ed.). New York: Neal-Schuman Publishers, Inc.

Supplementary Articles :
- Articles, book chapters, and online sources will be assigned as needed.

4. Grading:

- 11 Exercises: 70%
- Presentation: 20%
- Participation/attendance: 10%
- <u>Grade Scale</u>: A (above 90%)
  - B (between 80% and 89%)
  - C (between 70% and 79%)
  - Fail (69% or less)

5. Submitting Assignments:

All assignments must be in print and turned in by the due dates before individual classes begin. All written assignments must be prepared with an appropriate word processor (MS Word preferred).

Recommended document format:
- Font size: 11
- Font style: Times New Roman
- Line spacing: Double
- Title page should include student's full name, title of the assignment, date of submission, and a primary email address.
- Page number should be included at the top of the page (e.g., 1 of 6 pages).
- All references should follow the "Uniform Requirements for Manuscripts Submitted to Biomedical Journals," found on the International Committee of Medical Journal Editors web site, at http://www.icmje.org .

6. General Course Policy:

Academic Integrity
- You are expected to be fully aware of your responsibility to maintain a high quality of integrity in all of your work. All work must be your own, unless collaboration is specifically and explicitly permitted as in the course group project. Any unauthorized collaboration or copying will, at minimum, result in no credit for the affected assignment and may subject you to further action under the University Guidelines for Academic Integrity. You are expected to have read and understood these Guidelines. As defined by the University Senate Rules (6.3.2), a student's use of previous class work to satisfy the academic requirements of this class is a form of academic cheating. For details regarding cheating and plagiarism please refer to Section 6.4.0-1 of the Student Rights and Responsibilities Handbook (http://www.uky.edu/StudentAffairs/Code/) and Section 6.3 of the University Senate Rules (http://www.uky.edu/USC/Section VI.pdf) for details.

Attendance
- Class attendance is required if you want to be successful in this course. To benefit from the face-to-face interaction of this course, be sure to attend the class regularly. Although the textbook information and materials can be covered through your own study, it is to your benefit to gain better understanding through interaction with fellow students and your instructor. Missing class is not recommended, but if you cannot avoid an absence, it is your responsibility to make sure you have done the required readings and that you get a copy of all slides and classnotes.

Excused Absences
● Students are expected to attend each class meeting unless he or she has been excused by the instructor. Failure to attend class will result in a lower grade. Absences due to illness or emergencies must be reported within a week. You may call the instructor's office (859) 257-8657 or email at sujinkim@uky.edu.

Unexcused Absences
● A student who has unexcused absences in excess of one-fifth of the class contact hours (> 3 classes) will receive a failing grade. No make up will be given for unexcused absences.

Late Submissions
● Assignments that are turned in late will be marked one letter grade lower unless prior approval from the instructor has been obtained. (NOTE: Only assignments submitted no later than one week after original due date will be graded.)

Incompletes
● An incomplete grade due to illness or other emergencies may be arranged. A request for an incomplete due to illness must be accompanied by a letter from your doctor, the Student Health Service, or a hospital. Lack of time to complete assigned work, or other reasons not related to unavoidable excused absences, will not be accepted as a valid reason for petitioning for an incomplete.

Special Considerations
● If you have a disability that requires special testing accommodations or other classroom modifications, please notify both the instructor and Disability Resources and Services by the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, contact and visit the UK Disability Student Resource Center at http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/ .

7. Communication:

● If you have questions during the course of the semester, you can contact your instructor at sujinkim@uky.edu . Although I will respond as quickly as possible to most e-mail messages, my schedule is such that replies could take up to 48 hours. Please be patient. If several students have e-mailed me similar concerns, I may address these with one reply to the entire class.
● You can also visit me in person during my office hours on Mondays between 3:30p-5:30p or by appointment.

8. Course Calendar:

(Note: The following list of course topics, readings, and exercises are subject to change if necessary. Minor change will be applied.)

Date	Topics	Article Readings	Exercises
9/8	**Class 1:** • Course overview • Overview of HSL and librarianship (Ch.1)	• Medical Library Association. Platform for Change. Available: http://www.mlanet.org/education/platform/recommend.html Accessed: August 29, 2008.	
9/15	**Class 2:** • Health Care Environment (Ch. 2) • Information Retrieval in the Health Sciences (Ch. 8)	• Plutchak TS. (2002). The informationist-two years later. J Med Libr Assoc. 90: 367-9. Available: http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=128952&blobtype=pdf Accessed: August 29, 2008. • Byrd, GD. And Shedlock J. (2003). The association of Academic Health Sciences Libraries: an exploratory twenty five year trend analysis. J Med Libr Assoc., 91(2): 186-202. Available: http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=153160&blobtype=pdf Accessed: August 29, 2008. • Perkins, E. Johns Hopkins' Tragedy: Could librarians have prevented a death? Information Today. Available at: http://newsbreaks.infotoday.com/nbreader.asp?ArticleID=17534 Accessed: August 29, 2008.	[1] Directory Exercise
9/22 (MCL class room)	**Class 3:** • Searching Electronic Databases I (lecture by Mr. Frank Davis at MCL)	• Nicholson S. (2005). Understanding the foundation: the state of generalist search education in library schools as related to the needs of expert searchers in medical libraries. J Med Libr Assoc., 93(1): 61–68. Available: http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=545123&blobtype=pdf Accessed: August 29, 2008. • Holst R and Funk CJ. (2005). State of the art of expert searching: results of a Medical Library Association survey. J Med Libr Assoc., 93(1): 45–52. Available at: http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=545121&blobtype=pdf Accessed: August 29, 2008.	[2] Medline Exercise
9/29	**Class 4:** • Collection Development: Journal (Ch. 3) • Collection Development: Monographs and Digital Resources (Ch. 4)	• Walton L. Modschiedler CM, Rodgers PM., et al. (2004). MLA DocKit #3, Collection Development and Management for Electronic, Audiovisual, and Print Resources in Health Sciences Libraries, 2nd ed. Chicago: Medical Library Association. • Garfield E. (2006). The history and meaning of the Journal Impact Factor. Journal of the American Medical Association, 295: 90-3. • Shearer BS. And Nagy SP. (2003). Developing and Academic Medical Library Core Journal Collection in the (Almost) Post-Print Era: The Florida State	[3] Web Resource Evaluation Exercise

		University College of Medicine Medical Library Experience. J Med Libr Assoc., 91(3): 292–302. Available at: http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=164392&blobtype=pdf Accessed: August 29, 2008.	
10/6	**Class 5:** • Organizing Resources for Information Access (Ch. 5) • Controlled Vocabularies (MeSH)	• Lipscomb CE. Medical subject headings (MeSH) - 1960-2000. Bull Med Libr Assoc 2000; 88(3): 265-266. Available at: http://www.pubmedcentral.gov/articlerender.fcgi?tool=pubmed&pubmedid=10928714 Accessed: August 29, 2008. • Jenuwine ES and Floyd JA. (2004). Comparison of Medical Subject Headings and text-word searches in MEDLINE to retrieve studies on sleep in healthy individuals. J Med Libr Assoc. 92(3): 349–354. Available at: http://www.pubmedcentral.nih.gov/picrender.fcgi?tool=pmcentrez&artid=442177&blobtype=pdf Accessed: August 29, 2008.	[4] Searching by Terms
10/13	**Class 6:** • Information Access Issues (Ch. 6)	• Hersey DP. (2004). The Future of Access Services: Should There Be One? Library Journal, 129: 32-4. • Allegri F and Bedard M. (2006). Lessons Learned from Single Service Point Implementation. Medical Reference Services Quarterly, 25:31-47.	[5] Searching by Question
10/20	**Class 7:** • Information Services in Health Sciences Libraries (Ch. 7)	• Herma C. H. Coumou and Frans J. Meijman. (2006). How do primary care physicians seek answers to clinical questions? A literature review. J Med Libr Assoc. 94(1): 55–60. Available at: http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=1324772&blobtype=pdf Accessed: August 29, 2008. • Dee CR. (2005). Digital Reference Service: Trends in Academic Health Science Libraries. Medical Reference Services Quarterly. 24(1): 19-27.	[6] Cancer Blog Exercise
10/27 (MCL class room)	**Class 8:** • Searching Electronic Databases II (lecture by Mr. Frank Davis at MCL)	• Sharon S.-L. Wong, Nancy L. Wilczynski, and R. Brian Haynes. (2006). Comparison of top-performing search strategies for detecting clinically sound treatment studies and systematic reviews in MEDLINE and EMBASE. J Med Libr Assoc. 94(4): 451–455. Available: http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=1629423&blobtype=pdf Accessed: August 29, 2008. (*Read the bottom article*) • Jerome RN and Miller RA. (2006). Expert synthesis of the literature to support critical care decision making J Med Libr Assoc. 94(4): 376–381. Available http://www.pubmedcentral.nih.gov/picrender.fcgi?tool=pmcentrez&artid=1629446&blobtype=pdf Accessed: August 29, 2008. • Patel MR, Schardt CM, Sanders NN, and Keitz SA. (2006). Randomized trial for answers to clinical	[7] Current Awareness Exercise

		questions: Evaluating a pre-appraised versus a MEDLINE search protocol. J Med Libr Assoc. 94(4): 382–387. http://www.pubmedcentral.nih.gov/picrender.fcgi?tool=pmcentrez&artid=1629432&blobtype=pdf Accessed: August 29, 2008.	
11/3	**Class 9:** • Information Literacy Education in Health Sciences Libraries (Ch. 10)	• Brettle A. (2003). Information skills training: a systematic review of the literature. Health Info Libr J, 20(Supplement 1):3-9. Available: http://www3.interscience.wiley.com/cgi-bin/fulltext/120795534/PDFSTART Accessed: August 29, 2008. • Cheng GYT. (2003). Educational workshop improved information-seeking skills, knowledge, attitudes and the search outcome of hospital clinicians: a randomised controlled trial. Health Info Libr J, 20(Supplement 1):22-34. Available: http://www3.interscience.wiley.com/cgi-bin/fulltext/120795537/PDFSTART Accessed: August 29, 2008.	[8] Survey of User Instruction Exercise
11/10 (Guest: Dr. Jeff Huber)	**Class 10:** • Health Information Outreach Programs	• To Be Announced.	
11/17	**Class 11:** • Consumer health information sources and services (Ch. 18)	• Zeng QT, Crowell J, Plovnick RM, Kim E, Ngo L, and Dibble E. (2006). Assisting Consumer Health Information Retrieval with Query Recommendations. J Am Med Inform Assoc. 13(1): 80–90. Available: http://www.pubmedcentral.nih.gov/picrender.fcgi?tool=pmcentrez&artid=1380203&blobtype=pdf Accessed: August 29, 2008. • Eysenbach G. (2000). Consumer health informatics. *BMJ*. 24;320(7251):1713-6. Available: http://bmj.bmjjournals.com/cgi/reprint/320/7251/1713 Accessed: August 29, 2008.	[9] Searching by Question Exercise
11/24	**Class 12:** • Health Informatics (Ch. 12)	• Perry GJ et al. (2005). A current perspective on medical informatics and health sciences librarianship. *J Med Libr Assoc*, 93(2), 199-205. Available at: http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=1082936&blobtype=pdf Accessed: August 29, 2008. • Shortliffe EH and Blois MS. The Computer Meets Medicine and Biology: Emergence of a Discipline (Chapter 1). In: Shortliffe EH, Perreault LE, editors. Medical informatics: computer applications in health care and biomedicine. New York: Springer; 2004: 3-40.	[10] Searching with Search Engines Exercise
12/1	**Class 13:** • Evidence-Based Practice (Ch. 11)	• Traditi LK, Le Ber JM, Beattie M, Meadows SE. From both sides now: librarians' experiences at the Rocky Mountain Evidence-Based Health Care Workshop. J Med Libr Assoc. 2004 Jan;92(1):72-7. Available:	[11] EBM Searching Exercise

		http://www.pubmedcentral.nih.gov/articlerender.fcgi?tool=pubmed&pubmedid=14762465 Accessed: August 29, 2008 • Rosenbloom ST, Giuse NB, Jerome RN, Blackford JU. Providing evidence-based answers to complex clinical questions: evaluating the consistency of article selection. Acad Med 2005 Jan;80(1):109-14. (Note: Search UK Electronic full text from Journals@Ovid . http://sfx.uky.edu/sfxlcl3/azlist/default) Accessed: August 29, 2008.	
12/8 (Guest: To be announced)	**Class 14:** • Management in Academic Health Sciences Libraries (Ch. 14) or • Special Services Provided by Health Sciences Libraries (Ch. 16)	• Hartman LM, Abromitis RA, Kuller AB, and Epstein BA. (2004). Staff development planning in an academic health sciences library. J Med Libr Assoc. 93(2): 271–277. Available: http://www.pubmedcentral.nih.gov/picrender.fcgi?tool=pmcentrez&artid=385295&blobtype=pdf Accessed: August 29, 2008. • Paradise A. (2004). Why the Joint Commission on Accreditation of Healthcare Organizations should add new regulations regarding libraries. J Med Libr Assoc. 92(2): 166–168. Available: http://www.pubmedcentral.nih.gov/picrender.fcgi?tool=pmcentrez&artid=385295&blobtype=pdf Accessed: August 29, 2008.	

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