

**LIS640-401/CJT640-401
Health Sciences Libraries
Fall 2005 (Call #: 06742)**

**School of Library Information Science
University of Kentucky**

Instructor: *Sujin Kim*
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Office Hour:
Tuesdays 3:30-5:30pm
or by appointment

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NOTE: This syllabus is subject to change. Last modified: August 28, 2005

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:

- design and implement health information and services for healthcare community serving clinicians, researchers, administrators (government, industry, health care system), students (basic and clinical), teachers, patients and consumers;
- discuss health care as a setting for health information centers (medical libraries etc.), and health care trends (ie. Evidence-based medicine, problem based learning, clinical medical librarianship, etc.);
- provide reference services, including print and online resources, using knowledge of specific sources and their usefulness in meeting the information needs of specific users;
- search bibliographic and other databases (ie. MEDLINE, PubMed, etc) utilizing controlled vocabularies (MeSH);
- undertake Bibliographic Instruction(BI), and mediated search services; and
- analyze information needs in health, including communication patterns and media, information seeking behaviors, and the transfer of research into practice, and apply this analysis to library service delivery.

3. Textbook and readings:

- Boorkman, J.A., Huber J.T., & Roper F.W. (Eds.). (2004). Introduction to Reference Sources in the Health Sciences (4th ed.). New York: Neal-Schuman Publishers, Inc.
- Other readings as assigned. Articles, book chapters, online sources, etc.

4. Grading:

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

5. Submitting Assignments:

All assignments should be dropped into [BB Digital Drop Box](#) on the due date before the lecture. You may turn your assignments in paper copy if desired (check with your instructor before you use this option, ex. Mass media watch, Drug information, etc.). [Please follow a file naming convention as indicated](#) (e.g. **E1_Lastname_Firstname.doc**). Please put your name on top of each exercise inside your file.

All written assignments must be prepared using word processing (MS Word preferred).

Recommended format: Font size: 11
 Font style: Times New Roman
 Line spacing: Double

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 be subject 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 succeed in this course. To take great benefits from in-class type of course like this one, please make sure to attend the class regularly. Although course book and materials can be partially covered, it is your benefits to participate in class and interact

with instructor and your classmates. For some unavoidable reasons that you cannot come to class, please make sure that you have a copy of the slides and read required readings.

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 relate to unavoidable excused absences, will not be accepted as a valid reason for petitioning 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 have a few options for communicating with the instructor or other classmates. First, a Course Q&A section of the Discussion Board has been created for students to ask each other questions regarding the course in general. Often, simple problems can be resolved by utilizing this mechanism.

Second, you may also wish to contact the instructor directly (sujinkim@uky.edu). Given that I am teaching two courses (appx. 36 students), please understand that it may take up to 48 hours to respond to some emails, although most will be responded to before then. If several students have emailed similar concerns, I may try to address these with one email to the entire class.

8. Course Calendar:

| Date | Topics | Required Readings (CAN BE SUBJECT TO CHANGE) Last modified: August 28, 2005 | Assignments |
|------|---|---|--|
| 8/29 | Class 1: <ul style="list-style-type: none"> Course overview Historical contexts of HSL Health information professionals | <ul style="list-style-type: none"> VIDEO - NLM History by Dr. Martin Cummings available at: http://www.smh.com/sections/services-procedures/medlib/cmeonline/NLM/NLM_files/Default.htm | *MEDLIB-L subscription *BLAB subscription |
| 9/5 | <i>No Class: Labor Day</i> | | |
| 9/12 | Class 2: <ul style="list-style-type: none"> Reference Services in HSLs Health care systems Health care professionals Directory resources | <ul style="list-style-type: none"> Schacher LF. Clinical librarianship: its value in medical care. <i>Ann Intern Med</i> 2001; 134:717-720. available at: http://www.annals.org/cgi/content/full/134/8/717 Marshall, JG. The impact of the hospital library on clinical decision making: the Rochester study. <i>Bull Med Libr Assoc.</i> 1992 April; 80(2):169-178. available at: http://www.pubmedcentral.nih.gov/articlerender.fcgi?tool=pubmed&pubmedid=1600426 Giuse NB et al. Preparing librarians to meet the challenges of today's health care environment. <i>J Am Med Inform Assoc</i> 1997; 4(1):57-67. available at: http://www.pubmedcentral.nih.gov/articlerender.fcgi?tool=pubmed&pubmedid=8988475 Boorkman et al. (2004) Ch: 12; <i>Directories and Biographical Sources</i> by Cheryl Dee | |
| 9/19 | Class 3: <ul style="list-style-type: none"> Bibliographic Instruction (BI) in HSLs | <ul style="list-style-type: none"> Brettle A. Information skills training: a systematic review of the literature. <i>Health Info Libr J</i> 2003; 20(Supplement 1):3-9. available at: http://www.blackwell-synergy.com/doi/abs/10.1046/j.1365-2532.20.s1.3.x;jsessionid=g4Hxu4Z9Hed4?cookieSet=1&journalCode=hir Cheng GYT. Educational workshop improved information-seeking skills, knowledge, attitudes and the search outcome of hospital clinicians: a randomised controlled trial. <i>Health Info Libr J</i> 2003; 20(Supplement 1):22-34. available at: http://www.blackwell-synergy.com/doi/abs/10.1046/j.1365-2532.20.s1.5.x?journalCode=hir | [1] Directory exercise: 5% |
| 9/26 | Class 4: <ul style="list-style-type: none"> Biomedical terminology | <ul style="list-style-type: none"> Boorkman et al. (2004) Ch: 7; <i>Terminology</i> by Fred W. Roper Lipscomb CE. Medical subject headings (MeSH) - 1960-2000. <i>Bull Med Libr Assoc</i> 2000; 88(3): 265- | [2] BI for HSL exercise (Pair project): 10% |

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| | | <p>266. available at: http://www.pubmedcentral.gov/articlerender.fcgi?to=pubmed&pubmedid=10928714</p> <ul style="list-style-type: none"> • Coletti MH. Medical subject headings used to search the biomedical literature. <i>J Am Med Inform Assoc</i> 2001;8:317-323. available at: http://www.jamia.org/cgi/content/full/8/4/317 | |
| 10/3 | <p>Class 5:</p> <ul style="list-style-type: none"> • Bibliographic sources for biomedical information | <ul style="list-style-type: none"> • Boorkman et al. (2004) Ch: 2; <i>Bibliographic Sources for Monographs</i> by Jeffrey T. Huber • Boorkman et al. (2004) Ch: 3; <i>Bibliographic Sources for Periodicals</i> by Fred W. Roper | |
| 10/10 | <p>Class 6:</p> <ul style="list-style-type: none"> • Electronic sources and services for biomedical information I • Guest Lecture: WebSPIRS Databases (MEDLINE, AMED, Current Contents, etc.) | <ul style="list-style-type: none"> • Boorkman et al. (2004) Ch: 4; <i>Indexing, Abstracting, and Digital Database Resources</i> by Jerry Perry, David K. Howse, and Joan Schlimgen • McGregor B. Medical indexing outside the National Library of Medicine. <i>J Med Libr Assoc</i> 2002; 90(3):339-341. | [3] Terminology exercise: 10% |
| 10/17 | <p>Class 7:</p> <ul style="list-style-type: none"> • Electronic sources and services for biomedical information II • Guest Lecture: Micromedex & Drug Information Resources • Guest Lecture: Nursing and Allied Health Information Resources | <ul style="list-style-type: none"> • Boorkman et al. (2004) Ch: 9; <i>Drug Information Sources</i> by Amy Butros and Susan McGuinness • Newbold SK. Electronic Resources for Nursing (Chapter 23). In: Ball MJ, Hannah KJ, Newbold SK, and Douglas JV, editors. <i>Nursing informatics: where caring and technology meet</i> (3rd ed). New York: Springer; 2004: 3-40. | [4] Mass Media watch: 5% |
| 10/24 | <p>Class 8:</p> <ul style="list-style-type: none"> • Electronic sources and services for biomedical information III • Statistical information sources and services • Lab hours and Q/A session | <ul style="list-style-type: none"> • Boorkman et al. (2004) Ch: 11; <i>Medical and Health Statistics</i> by Jocelyn A. Rankin and Mary L. Burgess | |
| 10/31 | <p>Class 9:</p> <ul style="list-style-type: none"> • Genetic information sources and services | <ul style="list-style-type: none"> • Moore ME. (2004). Building a Bioinformatics Community of Practice Through Library Education Programs. <i>Med Ref Serv Q</i>, 23(3), 71-9. Available at: https://www.haworthpress.com/store/E-Text/View_EText.asp?sid=GPEJBH7U6JK39NBTMMP2SMTKJ1AAFP7A&a=3&s=J115&v=23&i=3&fn=J115v23n03%5F08 • Helms AJ, Bradford KD, Warren NJ, Schwartz DG. Bioinformatics opportunities for health sciences librarians and information professionals. <i>J Med Libr Assoc</i>. 2004 Oct;92(4):489-93. available at: http://www.pubmedcentral.gov/articlerender.fcgi?to=pubmed&pubmedid=15494764 | [5] Drug information evaluation: 10% |
| 11/7 | <p>Class 10:</p> | <ul style="list-style-type: none"> • Boorkman et al. (2004) Ch: 10; <i>Consumer Health</i> | [6] Biomedical |

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| | <ul style="list-style-type: none"> Consumer health information sources and services | <p>Sources by Mary L. Gillaspay</p> <ul style="list-style-type: none"> Fricke M, Fallis D, Jones M, Luszko G. Consumer health information on the Internet about carpal tunnel syndrome: Indicators of accuracy. <i>Am J Med</i> 2005; 118(2):168-174. available at: http://www.sciencedirect.com/ search by title Eysenbach G. (2000). Consumer health informatics. <i>BMJ</i>. 24;320(7251):1713-6. Available at: http://bmj.bmjournals.com/cgi/reprint/320/7251/1713 | Database exercise: 15% |
| 11/14 | <p>Class 11:</p> <ul style="list-style-type: none"> Medical informatics | <ul style="list-style-type: none"> Perry GJ et al. (2005). A current perspective on medical informatics and health sciences librarianship. <i>J Med Libr Assoc</i>, 93(2), 199-205. Available at: http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=1082936&blobtype=pdf Shortliffe EH and Blois MS. The Computer Meets Medicine and Biology: Emergence of a Discipline (Chapter 1). In: Shortliffe EH, Perreault LE, editors. <i>Medical informatics: computer applications in health care and biomedicine</i>. New York: Springer; 2004: 3-40. | [7] Terminology learning exercise: 5% |
| 11/21 | <p>Class 12:</p> <ul style="list-style-type: none"> Evidence based medicine | <ul style="list-style-type: none"> Traditi LK, Le Ber JM, Beattie M, Meadows SE. From both sides now: librarians' experiences at the Rocky Mountain Evidence-Based Health Care Workshop. <i>J Med Libr Assoc</i>. 2004 Jan;92(1):72-7. available at: http://www.pubmedcentral.nih.gov/articlerender.fcgi?tool=pubmed&pubmedid=14762465 Rosenbloom ST, Giuse NB, Jerome RN, Blackford JU. Providing evidence-based answers to complex clinical questions: evaluating the consistency of article selection. <i>Acad Med</i> 2005 Jan;80(1):109-14. available at: http://www.academicmedicine.org/cgi/content/abstract/80/1/109 | |
| 11/28 | <p>Class 13:</p> <ul style="list-style-type: none"> Grant and funding information sources and services | <ul style="list-style-type: none"> Boorkman et al. (2004) Ch: 14; <i>Grant Sources</i> by Lucretia W. McClure | [8] Electronic conferencing (MEDLIB-L): 10% |
| 12/5 | <p>Class 14:</p> <ul style="list-style-type: none"> Legal and ethical issues in health information | <ul style="list-style-type: none"> Goodmand KW, Miller RA. Ethics and Health informatics: users, standards, and outcomes (Chapter 7). In: Shortliffe EH, Perreault LE, editors. <i>Medical informatics: computer applications in health care and biomedicine</i>. New York: Springer; 2004: 257-281. | [9-I] Patient's pathfinder: 15% (Pathfinder, Abstract, Handout, and Slides due) [10] Site Visits: |

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| | | | 5% |
| 12/12 | Class 15: <ul style="list-style-type: none">• Online Poster session | <ul style="list-style-type: none">• No readings | [9-II] Presentation comment posting due |

EXERICSE Guides:

- File naming convention should be followed as indicated (E1_Lastname_Firstname.doc)
- Include your name on the top of each file.
- All written assignments must be prepared using word processing (MS Word preferred).
Recommended format: Font size: 11
Font style: Times New Roman
Line spacing: Double

[1] Directory exercise: 5%

Due date: Sept. 19, 2005

Using at least three different sources, please locate complete biographical sketches, including education, certifications, memberships, publications (if any), etc., for two health professionals whom you (or someone close to you) have consulted recently. Then, again using at least two different sources, check out at least one hospital, HMO, or clinic whose services you (or someone close to you) have used recently. Photocopies from appropriate pages of directories are OK.

[2] BI for HSLs exercise (Pair project): 10%

Due date: Sept. 26, 2005

Suppose that you are asked to design a series of workshop to educate clients in a large teaching academic hospital who are interested in bioinformatics tools. List five classes you might offer your client group in your organization. Write a description no more than 250 words to introduce each class (5 classes). Intended target audience, learning level, time required, and skills learned should be included in your description. In addition, search the cost option for the software/databases that you choose in this workshop. Sample topics for your BI classes can be:

- DNA Analysis Tools
- Gene/Protein-Based Literature Searching
- Introduction to Genome Browsers
- Introduction to Vector NTI
- Nucleotide and Protein Sequence Databases
- Protein Analysis Tools
- Sequence Similarity Searching

You are allowed to check existing BI classes in some organizations, and be sure to cite the original sources. **DO NOT COPY THE EXACT DESCRIPTION AND CLASS SCHEDULE FROM ORIGINAL RESOURCES.**

[3] Terminology exercise: 10% (*More instruction will be distributed*)

Due date: Oct. 10, 2005

This exercise has four parts: (a) you will be given the title of an article from a recent issues 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 an acronym to determine what the letters stand for, and (d) finally you will choose MeSH descriptors which might be applied to each of the three previous terminology problems.

[4] Mass Media watch: 5%

Due date: Oct. 17, 2005

Read a weekly magazine of your choice, or watch/listen faithfully to any one of the national news programs for four weeks (select any consecutive time period before due date), and log the incidence and topics of medical news concerned in the popular media.

For at least five different items mentioned during the term, please locate and PHOTOCOPY (printouts) the appropriate “background” or source information from the medical literature, and finally comment on your experience with the real world problem of medical journalism.

Hand in your log, your source information for the five items, and a reflection paper of no more than 2 pages on your experience.

[5] Drug information evaluation: 10%

Due date: Oct. 31, 2005

Please provide a description, including dosage levels, efficacy statements, side effects, and availability for the last prescription drug that you (or someone close to you) has used. Cite at least three sources, 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. Photocopies of appropriate pages from the different sources are OK!

[6] Biomedical Database exercise: 15% (*More instruction will be distributed*)

Due date: Nov. 7, 2005

You will be assigned topics of current medical interest; pretend that a physician or a group of nurses has requested information and relevant review articles or state-of-art papers on the topic. Please locate appropriate materials and prepare a memorandum of no more than 2 pages for the physician and a group of nurses. Please include photocopies of the title pages of any materials you choose for your clients.)

[7] Terminology learning exercise: 5%

Due date: Nov. 14, 2005

This exercise is to help your understanding of basic biomedical terminology structure. You may have sufficient knowledge about medical terminology from your previous education or experience. If so, you can skip this exercise by taking online quiz available at http://evolve.elsevier.com/staticPages/s_index.html (Note: You need to register as a student in order to take quiz. It is free).

Those who do not have any medical terminology background, please complete any terminology learning source during the course of this term such as “The Language of Medicine by Davi-Ellen Chabner” (6th ed or 7th ed). Your final output for this exercise would be a paper of no more than 2 pages summarizing your reactions to this learning package, and to your progress with medical language (Note: Those who already have medical terminology background, prepare to summarize your quiz experience on a paper of no more than 2 pages).

[8] Electronic conferencing (MEDLIB-L): 10%

Due date: Nov. 28, 2005

Subscribe to the electronic conference for medical librarians entitled MEDLIB-L. Listserv subscription requests should be sent to listserv@listserv.buffalo.edu. Web interface for the MEDLIB-L is also available at: <http://listserv.buffalo.edu/cgi-bin/wa?SUBED1=medlib-l&A=1>. Please read the messages faithfully (at least two times a week!) and write a 2 page review of the conference; this review should summarize your reactions to this medium for professional communication. (NOTE: you can subscribe a digest format to receive a collection of message a day. More information is available at: <http://listserv.buffalo.edu/cgi-bin/wa?SHOWTPL=SETTINGS-HELP&L=medlib-l>).

[9] Patient's pathfinder: 15%

[9-I] Pathfinder, Abstract, Handout, and Slides:

Due date: Dec. 5, 2005

[9-II] Comment posting:

Due date: Dec. 12, 2005

Part 1: Pathfinder for patients

Pick a health science topic that interests you (or someone close to you). Prepare a 2-page guide to basic information about that problem, oriented to the layperson. Try to use resources from both medical and public sectors, and try to locate audio-visual, electronic, and print resources and local organizational resources if possible. You may use health resources in any formats from any health science, patients', or public library or health organization.

Part 2: Presentation for information professionals

Based on the topic selected from the part I, please (1) prepare an one-page abstract for your presentation for a professional meeting such as MLA, SLA, or some similar organization, and then (2) put together a poster session including 2-page handout, including a bibliography, for presentation to your peers. (3) Our presentation should be presented MS PowerPoint slides no more than 8 slides. Abstracts, handouts, and PowerPoint slides should be posted to the class alias by December 4, and the posters will be presented online on the due date. Post your comment on BB for your colleagues' work by December 12, 2005.

[10] Site Visits: 5%

Due date: Dec. 5, 2005

In consultation with the instructor, and no later than the second week of class, choose one general or multi-specialty healthcare institution with a library or information service, and arrange to interview the librarian or information specialist in charge. You may choose a site that is focused on a single specialty or type of activity. 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 2 pages, describe the physical facilities, users, services, staffing, collections, publications, etc.

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 among pharmaceutical, insurance, or similarly company libraries, or from public libraries or other community agencies providing health information to counselors, or from 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 do not choose the University of Kentucky Chandler Medical Center Library, or any site where you now work or are an intern, or have worked or interned in the past.

The following URL lists current members for Bluegrass Medical Libraries: available at:

<http://www.uky.edu/OtherOrgs/BML/Members.htm>