

1. General Information

1a. Submitted by the College of: COMMUNICATION AND INFORMATION

Date Submitted: 10/31/2013

1b. Department/Division: Library & Information Science

1c. Contact Person

Name: Will Buntin

Email: will.buntin@uky.edu

Phone: 859-257-3317

Responsible Faculty ID (if different from Contact)

Name: Jeff Huber

Email: jeffrey.huber@uky.edu

Phone: 859-257-2334

1d. Requested Effective Date: Specific Term/Year¹ Fall 2014

1e. Should this course be a UK Core Course? No

RECEIVED

NOV 21 2013

OFFICE OF THE
SENATE COUNCIL**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: Yes⁴

2b. Prefix and Number: LIS 626

2c. Full Title: Electronic Information Resources in the Health Sciences

2d. Transcript Title:

2e. Cross-listing: ICT 626

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: Survey of electronic information resources in the health sciences, including databases and Web sources. Discussion of relevant controlled vocabularies and their use in formulating and executing search strategies. The course also includes an evidence based health care component whereby students learn to analyze critically the biomedical literature and determine reference and research relevancy.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 20

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name: Jeffrey Huber

Instructor Email: jeffrey.huber@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Timely and appropriate interaction will be possible through Blackboard, email and other online communication tools (i.e., Adobe Connect, Skype). Syllabus was designed with online instruction in mind. Syllabus conforms to Senate guidelines. Syllabus includes statement on timeliness of response to inquiries.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Many aspects of face to face instruction are intact with this online course including items like course goals and learning objectives. Assessment will take place through items like discussion posts, tests, projects or papers. Additionally, course may make use of online tools such as discussion boards, email, video presentations and other communication methods to help improve the overall experience.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. Each student's Blackboard account is tied to their myUK account. Assignments such as papers will be handled much the same as they would be in a face to face course in terms of being evaluated for possible issues in regards to the academic offense policy.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No

If yes, which percentage, and which program(s)? No.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Since our program has long had remote students (primarily around Louisville and northern Kentucky), we have tried to make student services as accessible as possible. Our program uses a listserv for program announcements and we employ a full-time student affairs officer who regularly communicates with our students, regardless of location. We also have a Blackboard organization to further assist in providing student services to remote participants. Additionally, we encourage students to use services such as Distance Learning Library Services when appropriate.

6. How do course requirements ensure that students make appropriate use of learning resources? In order to successfully complete assignments such as class participation, quizzes and projects, students will have to use their textbook, course readings and supplementary materials available through UK Libraries.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Students will not require access to equipment outside of a personal computer and appropriate software. Students will primarily use the services of UK's Distance Learning, UK Distance Learning Library and electronic access to UK Libraries.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Students are informed via the syllabus and given contact information for technical issues.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. Students will use services available through DLP and ATL

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Jeffrey Huber

SIGNATURE|CEMONA2|E C Monaghan|College approval for ZCOURSE_NEW LIS 626|20121031

SIGNATURE|JTHU222|Jeffrey T Huber|Approval resent to department for ZCOURSE_NEW LIS 626|20121127

SIGNATURE|JTHU222|Jeffrey T Huber|Dept approval for ZCOURSE_NEW LIS 626|20120919

SIGNATURE|JTHU222|Jeffrey T Huber|Dept approval for ZCOURSE_NEW LIS 626|20121127

SIGNATURE|ZNNIKO0|Roshan N Nikou|LIS 626 NEW Graduate Council Review|20131121

SIGNATURE|CEMONA2|E C Monaghan|LIS 626 NEW College Review|20130917

SIGNATURE|JTHU222|Jeffrey T Huber|LIS 626 NEW Dept Review|20130909

Courses | **Request Tracking**

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

	ID	Attachment
<input type="button" value="Delete"/>	1024	LIS 626 Syllabus.pdf

1

Select saved project to retrieve...

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
 - * Contact Person Name: Email: Phone:
 - * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year
- e.
 - Should this course be a UK Core Course? Yes No
 - If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours² for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
 - If YES: Maximum number of credit hours:
 - If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

Survey of electronic information resources in the health sciences, including databases and Web sources. Discussion of relevant controlled vocabularies and their use in formulating and executing search strategies. The course also includes an evidence based health care component whereby students learn to analyze critically the biomedical literature and determine reference and research relevancy.

k. Prerequisites, if any:

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 20

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
 Relatively New – Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ⁵ for ANY program? Yes No

If YES ⁵, list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) Identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required:

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	LIS 626	Date:	9/19/12
Instructor Name:	Jeffrey Huber	Instructor Email:	jeffrey.huber@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input checked="" type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>			

Curriculum and Instruction

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?
Timely and appropriate interaction will be possible through Blackboard, email and other online communication tools (i.e., Adobe Connect, Skype). Syllabus was designed with online instruction in mind. Syllabus conforms to Senate
- How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, as student learning outcomes, etc.
Many aspects of face to face instruction are intact with this online course including items like course goals and learning objectives. Assessment will take place through items like discussion posts, tests, projects or papers.
- How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.
Each student's Blackboard account is tied to their myUK account. Assignments such as papers will be handled much the same as they would be in a face to face course in terms of being evaluated for possible issues in regards to the
- Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form defined above?
No.
Which percentage, and which program(s)?
No.

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery is 12 months from the date of approval.
- How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?
Since our program has long had remote students (primarily around Louisville and northern Kentucky), we have tried to make student services as accessible as possible. Our program uses a listserv for program announcements and we employ

Library and Learning Resources

- How do course requirements ensure that students make appropriate use of learning resources?
In order to successfully complete assignments such as class participation, quizzes and projects, students will have to use their textbook, course readings and supplementary materials available through UK Libraries.
- Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
Students will not require access to equipment outside of a personal computer and appropriate software. Students will primarily use the services of UK's Distance Learning, UK Distance Learning Library and electronic access to UK

Student Services

- How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receive course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
Students are informed via the syllabus and given contact information for technical issues.
- Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?
 Yes
 No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.
Students will use services available through DLP and ATL
- Does the syllabus contain all the required components, below? Yes
 - Instructor's *virtual* office hours, if any.
 - The technological requirements for the course.
 - Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help>; 859-218-HELP).
 - Procedure for resolving technical complaints.
 - Preferred method for reaching instructor, e.g. email, phone, text message.
 - Maximum timeframe for responding to student communications.
 - Language pertaining academic accommodations:

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/libraries/illpage.php?web_id=253&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Jeffrey Huber

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

^[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

^[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

^[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. A meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

^[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

^[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

University of Kentucky
School of Library & Information Science (SLIS)

LIS 626

Electronic Information Resources in the Health Sciences

Instructor

Jeffrey Huber
Director and Professor
323 Little Library Building
jeffrey.huber@uky.edu
(859) 257-2334

Office Hours

- By appointment

Class Information

- Online class; no scheduled meetings

COURSE INFORMATION

Course Description

Survey of electronic information resources in the health sciences, including databases and Web sources. Discussion of relevant controlled vocabularies and their use in formulating and executing search strategies. The course also includes an evidence based health care component whereby students learn to analyze critically the biomedical literature and determine reference and research relevancy.

Course Objectives

Upon successful completion of this course, the student will:

1. Understand the basic principles involved in developing search strategies to retrieve citations to the biomedical literature;
2. Become acquainted with controlled vocabularies used to index the biomedical literature;
3. Become acquainted with reference tools utilized in health sciences information retrieval;
4. Develop an understanding of evidence based health care techniques employed to analyze critically the biomedical literature and determine reference and research relevancy.

Course Overview

This course is designed to provide an overview of various health sciences electronic information resources as well as controlled vocabularies used to index the biomedical literature. Students will gain hands-on experience developing and executing search strategies. Students will gain

exposure to evidence based health care techniques employed to evaluate the literature and determine reference and research relevancy.

Topics to be covered:

1. Health sciences electronic information resources;
2. Controlled vocabularies;
3. Search strategy formulation and execution;
4. Evidence based health care.

Required Reading

Required Textbook:

Greenhalgh, Trisha. How to Read a Paper: The Basics of Evidence Based Medicine. 4th ed. Chichester, West Sussex, UK; Hoboken, NJ : Wiley-Blackwell/BMJ Books, 2010.

Supplemental Materials:

Straus, Sharon E., Glasziou, Paul, Richardson, W. Scott, Haynes, R. Brian. Evidence-Based Medicine: How to Practice and Teach It. 4th ed. Edinburgh : Elsevier, 2011.

Handouts will be distributed throughout the course of the semester.

Select Web sites will be identified and reviewed throughout the course of the semester.

CINAHL Subject Heading List. Glendale, CA : CINAHL.

Medical Subject Headings. Bethesda, MD : National Library of Medicine.
<http://www.nlm.nih.gov/mesh/> and <http://www.ncbi.nlm.nih.gov/sites/entrez?db=mesh>

EMBASE User's Manual. New York : Elsevier Science.

EMTREE Thesaurus. New York : Elsevier Science.

Thesaurus of Psychological Index Terms. Washington, DC : American Psychological Association.

STUDENT EVALUATION

Grading Parameters

This course is taught in distance education format. The majority of the course is conducted via Blackboard. It is expected that students will devote a considerable amount of time outside the formal class to study materials covered as well as become acquainted with the literature and reference tools.

There will be a series of exercises to be completed by students. These will be posted each week in Blackboard. Once completed, class exercises do NOT need to be returned to the instructor.

There will be a series of assignments distributed throughout the course of the semester. These assignments are based on information and resources covered in the class exercises and class readings. These assignments comprise the majority of the student's grade. Completed assignments are expected to be returned to the instructor prior to or on the date noted on the assignment. Late assignments will only be accepted with prior permission from the instructor.

There will be a series of 8 assignments, a term paper, and a reflection paper required for the course:

- Assignment 1 – Access Medicine Evaluation
- Assignment 2 – Medical Subject Headings
- Assignment 3 – Search Strategies and Execution
- Assignment 4 – Research Study Design
- Assignment 5 – Medical Subject Headings
- Assignment 6 – Search Strategies
- Assignment 7 – Search Strategies
- Assignment 8 – E-Health Resource
- Assignment 9 – Term Paper
- Assignment 10 – Reflection Paper

Details for each assignment will be distributed along with the assignment according to dates indicated on Course Calendar. Each assignment will have a due date noted on it.

<u>Assignments</u>	<u>Points</u>
Class participation	5
Term paper	20
Class assignments, exercises, and projects	65
Reflection paper	10
Total	100

Grading Policy:

Class assignments are due on or by the due date noted on the individual assignments. The majority of the student's grade is based on the cumulative total received on individual assignments. Late assignments will only be accepted with prior approval from the instructor.

Grading Scale

90 – 100 = **A (Exceptional Achievement)**

80 – 89 = **B (High Achievement)**

70 – 79 = **C (Average Achievement)**

0 – 69 = **E (Failing)**

Participation

Class participation constitutes 5% of the student's grade. Students are expected to complete weekly exercises and readings.

Submission of Course Assignments

Course assignments should be submitted via e-mail as Word attachments. Include the course number (i.e., LIS690) and assignment number (e.g., assignment #1) in the subject line. **BE SURE TO INCLUDE YOUR NAME ON ALL ASSIGNMENTS.**

Assignments are due by midnight of the due date noted on each assignment.

Late work will only be accepted with prior permission of the instructor.

TECHNOLOGY INFORMATION & RESOURCES

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students:
<https://iweb.uky.edu/MSDownload/>.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact TASC or UKIT.

Teaching and Learning Services Center (TASC)

<http://www.uky.edu/TASC/>; 859-257-8272

Information Technology Customer Service Center (UKIT)

<http://www.uky.edu/UKIT/>; 859-257-1300

Library Services

Distance Learning Services

<http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian
- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lib_id=16

Course Reserves

http://www.uky.edu/Libraries/page.php?lweb_id=23<ab_rank=3

GENERAL COURSE POLICIES

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:

<http://www.uky.edu/CIS/SLIS/academics/policies.pdf>

COURSE CALENDAR

August 23

Introduction.

Overview of the course.

Discussion of course outline, assignments, exercises, projects, and expectations.

Text and supplemental materials.

READING: NLM MEDLINE Fact Sheet and ProQuest DIALOG MEDLINE ProSheet.

NLM MeSH Fact Sheet.

Look at NLM Medical Subject Headings web page located at <http://www.nlm.nih.gov/mesh/> and read sections under All About MeSH.

ASSIGNMENT #1 DISTRIBUTED, DUE AUGUST 30.

August 30

Assignment #1 due.

Read article: Radiation Treatment of Oral Epidemic Kaposi's Sarcoma Lesions: Potential Adverse Effects

September 6

Select Internet resources.

MeSH.

MEDLINE.

READING: Greenhalgh Foreword, Prefaces, and Chapter 1.

TERM PAPER ASSIGNMENT DISTRIBUTED, DUE NOVEMBER 29.

September 13

MeSH continued.

MEDLINE continued.

READING: Greenhalgh Chapter 2.

ASSIGNMENT #2 DISTRIBUTED, DUE SEPTEMBER 20.

September 20

Assignment #2 due.

PubMed.

READING: NLM PubMed Fact Sheet.

Greenhalgh Chapter 3.

September 27

PubMed continued.

READING: Greenhalgh Chapter 4.

ASSIGNMENT #3 DISTRIBUTED, DUE OCTOBER 4.

October 4

Assignment #3 due.

EMTREE Thesaurus.

EMBASE.

READING: In the EMBASE User Manual, read the Introduction and Main EMBASE Data Elements section, look over the Country and Language Codes section, and review the Vendor Guide section for DIALOG. Also look over both volumes of the EMTREE Thesaurus.

Look over the ProQuest DIALOG ProSheet for EMBASE.

ASSIGNMENT #4 DISTRIBUTED, DUE OCTOBER 11.

October 11

Assignment #4 due.

CINAHL.

READING: In the CINAHL Subject Heading List, read the Introduction and User Guide sections.

Greenhalgh Chapter 5.

MESH PRACTICE EXERCISE DISTRIBUTED, DUE OCTOBER 18.

October 18

MeSH practice exercise due.

Thesaurus of Psychological Index Terms.

PsycINFO.

READING: In Thesaurus of Psychological Index Terms, read Preface, History of Thesaurus, Development of 8th Edition, User Guide, and Search Guide sections.

Look over the ProQuest DIALOG ProSheet for PsycINFO.

Greenhalgh Chapters 6-7.

ASSIGNMENT #6 DISTRIBUTED, DUE OCTOBER 25.

October 25

Assignment #6 due.

Additional resources.

Beyond the basics of searching:

Filtering,

Analyzing,

Evaluating.

READING: Greenhalgh Chapters 8-9.

ASSIGNMENT #7 DISTRIBUTED, DUE NOVEMBER 1.

November 1

Assignment #7 due.

Searching continued.

Evidence based health care continued.

READING: Greenhalgh Chapter 10-11.

ASSIGNMENT #8 DISTRIBUTED, DUE NOVEMBER 8.

November 8

Assignment #8 due.

Searching continued.

Evidence based health care continued.

Health Source: Consumer Edition

MedlinePLus

READING: Greenhalgh Chapter 12.

November 15

Searching continued.

Evidence based health care continued.

Lexis-Nexis.

READING: Greenhalgh Chapters 13-14.

**November 22 -- NO CLASS
THANKSGIVING HOLIDAY**

November 29

Term paper due.

Pulling it all together.

READING: Greenhalgh Chapter 15

REFLECTION PAPER ASSIGNMENT DISTRIBUTED, DUE DECEMBER 6.

December 6

Reflection paper due.

Student evaluations of course.

COURSE ASSIGNMENTS

Assignment 1 – Access Medicine Evaluation	5 Points
Assignment 2 – Medical Subject Headings	10 Points
Assignment 3 – Search Strategies and Execution	10 Points
Assignment 4 – Research Study Design	10 Points
Assignment 5 – Medical Subject Headings	10 Points
Assignment 6 – Search Strategies	10 Points
Assignment 7 – Search Strategies	5 Points
Assignment 8 – E-Health Resource	5 Points
Assignment 9 – Term Paper	20 Points
Assignment 10 – Reflection Paper	10 Points
Class Participation	5 Points