1. General Information

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

    Date Submitted: 7/7/2015

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: Semester following approval

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

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes [4]

2b. Prefix and Number: IS 326

2c. Full Title: Electronic Information Resources for Health Professionals

2d. Transcript Title: E-Resources for Health Professionals

2e. Cross-listing: ICT 326

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: This course is a survey of electronic information resources for health professionals, including databases and Web resources, but with a focus on MEDLINE. Discussion of relevant controlled vocabularies, their use in formulating and executing search strategies, and alternative interfaces to MEDLINE are addressed. The course also includes reference management software, an evidence based health care component, and discussion of systematic reviews.

2k. Prerequisites, if any: STA 210 or equivalent.

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?:   35

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?:   Yes

    If Yes, explain: This course will be of interest to the larger student population in undergraduate degree programs related to health sciences and health communication.

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: Jeff 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?   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 or 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.   Course will be offered through DLP and ATL.

10.Does the syllabus contain all the required components?   YES

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

   Instructor Name: Jeff Huber

SIGNATURE|JTHU222|Jeffrey T Huber|IS 326 NEW Dept Review|20140922

SIGNATURE|MSBEAC2|Megan B Sizemore|IS 326 NEW College Review|20141006

SIGNATURE|JMETT2|Joanie Ett-Mims|IS 326 NEW Undergrad Council Review|20150512

SIGNATURE|JMETT2|Joanie Ett-Mims|IS 326 NEW Undergrad Council Review|20150708

SIGNATURE|JTHU222|Jeffrey T Huber|IS 326 ZCOURSE_NEW Approval Returned to Dept|20150708

New Course Form

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

Open in full window to print or save

Attachments:

[Browse...]   **Upload File**

	ID	Attachment
Delete	5150	IS 326DL syllabus revised 6.29.15.docx

[First] 1 [Last]

(*denotes required fields)

1. **General Information**

    a. * Submitted by the College of: COMMUNICATION AND INFORMATION [▼]   Submission Date: 7/7/2015

    b. * Department/Division: Library & Information Science [▼]

    c.

        * Contact Person Name: Will Buntin   Email: will.buntin@uky.edu   Phone: (859) 257-3317

        * Responsible Faculty ID (if different from Contact) Jeff Huber   Email: jeffrey.huber@uky.edu   Phone: (859) 257-2334

    d. * Requested Effective Date: ◉ Semester following approval OR ○ Specific Term/Year [1]

    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 [1] ○ No

    b. * Prefix and Number: IS 326

    c. * Full Title: Electronic Information Resources for Health Professionals

    d. Transcript Title (if full title is more than 40 characters): E-Resources for Health Professionals

    e. To be Cross-Listed [2] with (Prefix and Number): ICT 326

    f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

3 Lecture	Laboratory[1]	Recitation	Discussion
Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	Seminar	Studio
Other	If Other, Please explain:		

    g. * Identify a grading system:
    ◉ Letter (A, B, C, etc.)
    ○ Pass/Fail
    ○ Medicine Numeric Grade (Non-medical students will receive a letter grade)
    ○ Graduate School Grade Scale

    h. * Number of credits: 3

    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:

This course is a survey of electronic information resources for health professionals, including databases and Web resources, but with a focus on MEDLINE. Discussion of relevant controlled vocabularies, their use in formulating and executing search strategies, and alternative interfaces to MEDLINE are addressed. The course also includes reference management software, an evidence based health care component, and discussion of systematic reviews.

k. Prerequisites, if any:

STA 210 or equivalent.

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?**   35

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:

   This course will be of interest to the larger student population in undergraduate degree programs related to health sciences and health communication.

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 ¹for ANY program?   ○ Yes ◉ No

   If YES ¹, 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 fo 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 the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

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A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the requiremer 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 expe students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix:	IS 326	Date:	9/22/2014
Instructor Name:	Jeff 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 ☑   Interactive Video ☐   Hybrid ☐

Curriculum and Instruction

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 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

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, 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.

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; academi 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

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 f as 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 months from the date of approval.

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 settinç

   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,

Library and Learning Resources

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

Student Services

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 r 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
   ○ 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 techn

   Course will be offered through DLP and ATL.

10. 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 Resour The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation details the 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/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&llib_id=16

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

Instructor Name: _____

Jeff 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. La 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

<div align="center">**COURSE CALENDAR**</div>

Week 1
Introduction
Overview of the course
Course outline, assignments, exercises, and expectations
Text and supplemental materials

READING:
> Katcher BS. Introduction. In: *MEDLINE: A Guide to Effective Searching in PubMed & Other Interfaces, 2nd ed.* San Francisco: The Ashbury Press, 2006.

> Katcher BS. Chapter 1: Origins of MEDLINE and Why it Works the Way it Does. In: *MEDLINE: A Guide to Effective Searching in PubMed & Other Interfaces, 2nd ed.* San Francisco: The Ashbury Press, 2006.

> National Library of Medicine. PubMed Tutorial – Introduction: PubMed Overview, What's in PubMed? Navigating PubMed.
> Available at: http://www.nlm.nih.gov/bsd/disted/pubmedtutorial/cover.html
> (You are welcome to take the Quiz at the end of this section of the PubMed Tutorial, and any others, but it will not be graded for this course; they will certainly help with the midterm though.)

> National Library of Medicine. Fact Sheet: MEDLINE, PubMed, and PMC (PubMed Central): How are they different?
> Available at: http://www.nlm.nih.gov/pubs/factsheets/dif_med_pub.html

MEDLINE EXERCISE 1 ASSIGNED, DUE Week 2

Week 2
Searching in MEDLINE

READING:
> Katcher BS. Searching in MEDLINE. In: *MEDLINE: A Guide to Effective Searching in PubMed & Other Interfaces, 2nd ed.* San Francisco: The Ashbury Press, 2006.

> National Library of Medicine. PubMed Tutorial – Building the Search: How it Works, Building Blocks, Search Tools, Search by Citation, and Search by Field.
> Available at: http://www.nlm.nih.gov/bsd/disted/pubmedtutorial/cover.html
> (Skip the section entitled "Filters." We will cover that in Week 4.)

MEDLINE EXERCISE 1 DUE
MEDLINE EXERCISE 2 ASSIGNED, DUE Week 3

Week 3
The Medical Subject Headings (MeSH)

READING:

> Katcher BS. Medical Subject Headings (MeSH). In: *MEDLINE: A Guide to Effective Searching in PubMed & Other Interfaces, 2nd ed.* San Francisco: The Ashbury Press, 2006.

> National Library of Medicine. PubMed Tutorial – Understanding the Vocabulary. Available at: http://www.nlm.nih.gov/bsd/disted/pubmedtutorial/cover.html

MEDLINE EXERCISE 2 DUE
MEDLINE EXERCISE 3 ASSIGNED, DUE Week 4

Week 4
Filters, and additional limiting strategies

READING:

> Katcher BS. Publication Types and Other Limiting Strategies. In: *MEDLINE: A Guide to Effective Searching in PubMed & Other Interfaces, 2nd ed.* San Francisco: The Ashbury Press, 2006.

> National Library of Medicine. PubMed Tutorial – Building the Search: Filters. Available at: http://www.nlm.nih.gov/bsd/disted/pubmedtutorial/cover.html

MEDLINE EXERCISE 3 DUE

Week 5
Framing the question
Conducting the reference interview

READING:

> Katcher BS. Framing Questions and Other Practical Tips. In: *MEDLINE: A Guide to Effective Searching in PubMed & Other Interfaces, 2nd ed.* San Francisco: The Ashbury Press, 2006.

> Kluegal K, Ross CS. The Reference Interview. Reference & User Services Quarterly. Fall 2003, 43(1): 37-43. Available through Academic Search Complete

MEDLINE EXERCISE 4 ASSIGNED, DUE Week 6

Week 6
Managing the results
Saving the searches
My NCBI

READING:

National Library of Medicine. PubMed Tutorial – Managing the Results.
Available at: http://www.nlm.nih.gov/bsd/disted/pubmedtutorial/cover.html

National Library of Medicine. PubMed Tutorial – Saving the Search.
Available at: http://www.nlm.nih.gov/bsd/disted/pubmedtutorial/cover.html

National Library of Medicine. PubMed Tutorial – My NCBI.
Available at: http://www.nlm.nih.gov/bsd/disted/pubmedtutorial/cover.html

MEDLINE EXERCISE 4 DUE
MEDLINE EXERCISE 5 ASSIGNED, DUE Week 7

Week 7
Alternative Interfaces to MEDLINE

READING:
HLWIKI International. PubMed Alternative Interfaces.
Available at: http://hlwiki.slais.ubc.ca/index.php/PubMed_Alternative_Interfaces

Bradley S, Giustini D. GoPubMed versus PubReMiner for analyzing PubMed search
results: A head to head comparison of two free web "data mining" tools. 2011
CHLA/ABSC Conference, Calgary, Alberta.
Available at:
http://hlwiki.slais.ubc.ca/index.php/Bradley_S._Giustini_D._GoPubMed_versus_Pub
ReMiner_for_analyzing_PubMed_search_results:_a_head_to_head_comparison_of_tw
o_free_web_%E2%80%98data_mining%E2%80%99_tools._2011_CHLA/ABSC_Conf
erence._Calgary._Alberta

Conner E. PubMed Search Interface Alternatives: A Descriptive Comparison. Journal
of Electronic Resources in Medical Libraries. 2010; 7(2): 126-134.
Available through UK Libraries

Review relevant web sites:
GoPubMed
http://www.gopubmed.com/web/gopubmed/

PubMed PubReMiner
http://hgserver2.amc.nl/cgi-bin/miner/miner2.cgi

MEDLINE EXERCISE 5 DUE

Week 8
Midterm exam – One week to complete
No readings

Week 9
Holiday week placeholder

Week 10
EndNote and its Alternatives
Final paper assignment distributed and discussed

READING:
> Thomson Reuters. EndNote X7 Online User Guide. (Browse and become familiar
> with the software before watching lecture)
> Available at: http://endnote.com/if/online-user-manual/x7
>
> Gall C, Brahmi FA. Retrieval comparison of EndNote to search MEDLINE (Ovid and
> PubMed) versus searching them directly. Medical Reference Services Quarterly.
> 2004   Fall; 23(3): 25-32.
> Available through UK Libraries

Review relevant web sites:
> Comparison of reference management software
> http://en.wikipedia.org/wiki/Comparison_of_reference_management_software
>
> Mendeley resources
> http://resources.mendeley.com/

> Zotero resources
> https://www.zotero.org/about/
> https://www.zotero.org/support/screencast_tutorials

ENDNOTE LIBRARY ASSIGNED, DUE Week 12

Week 11
Using Google and Google Scholar for health science literature

READING:
> Bramer VM, Giustini D, Kramer BM, Anderson P. The comparative recall of Google
> Scholar versus PubMed in identical searches for biomedical systematic reviews: A
> review of searches used in systematic reviews. Systematic Reviews. 2013 Dec;

2:115.
> Available at: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3882110/
>
> How to search on Google
> https://support.google.com/websearch/answer/134479?hl=en
>
> Google Search
> http://en.wikipedia.org/wiki/Google_Search

Week 12
Complementary & Alternative Medicine on PubMed

READING:
> National Center for Complementary and Alternative Medicine (NCCAM). CAM on
> PubMed. (Sample Searches, and Background Information)
> Available at: http://nccam.nih.gov/research/camonpubmed

Review relevant web sites:
> National Center for Complementary and Alternative Medicine (NCCAM).
> http://nccam.nih.gov/

ENDNOTE LIBRARY DUE

Week 13
TOXNET: Toxicology Data Network

READING:
> Fowler S, Schnall JG. TOXNET: Information on Toxicology and Environmental Health.
> American Journal of Nursing. 2014 Feb; 114(2): 61-63.
> Available through UK Libraries
>
> National Library of Medicine. Fact Sheet: TOXNET: Toxicology Data Network
> Available at: http://www.nlm.nih.gov/pubs/factsheets/toxnetfs.html

Review relevant web sites:
> Learn to Use TOXNET (NB: "Topics of Interest" on the left panel)
> http://sis.nlm.nih.gov/enviro/manuals.html
>
> TOXNET and Beyond: Using the National Library of Medicine Environmental Health
> and Toxicology Portal (Browse only)
> Available at: http://sis.nlm.nih.gov/enviro/toxnet_manual.pdf

Week 14
Consumer Health Information
Household Products

READING:
> MedlinePlus: Frequently Asked Questions
> http://www.nlm.nih.gov/medlineplus/faq/faq.html
>
> Marill JL, Miller N, Kitendaugh P. The MedlinePlus public user interface: studies of
> design challenges and opportunities. Journal of the Medical Library Association.
2006 Jan; 94(1): 30-40.
> Available at: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1324769/

Household Products Database: About Household Products Database
http://hpd.nlm.nih.gov/about.htm

Review relevant web sites:
MedlinePlus
http://www.nlm.nih.gov/medlineplus/

Household Products Database
http://hpd.nlm.nih.gov/index.htm

Week 15
Systematic Reviews
Evidence-based medicine

READING:
Grant MJ, and Both A. A typology of reviews: An analysis of 14 review types and associated methodologies. Health Information and Libraries Journal. 2009 Jun; 26(2): 91-108.
Available through UK Libraries

The Cochrane Collaboration. Evidence-based health care and systematic reviews.
Available at: http://www.cochrane.org/about-us/evidence-based-health-care

Moher D, Liberati A, Tetzlaff J, Altman DG, PRISMA Group. Preferred reporting items for systematic reviews and meta-analyses: the PRISMA statement. PLoS Med. 2009 Jun; 6(7): e1000097.
Available at: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2707599/

Review relevant web sites:
The Cochrane Collaboration: Cochrane Reviews
http://www.cochrane.org/cochrane-reviews

Cochrane Handbook for Systematic Reviews of Interventions
http://handbook.cochrane.org/

REFLECTION PAPER ASSIGNED, DUE Week 16

Week 16
Final paper will be due by the last day of classes.

University of Kentucky
School of Information Science (SIS)

IS 326: Electronic Information Resources in the Health Professions

Instructor:	Dr. Jeff Huber
Office Address:	323 Little Library Building
Email:	jeffrey.huber@uky.edu
Office Phone:	(859) 257-2334
Office hours:	By appointment

Course Description:
This course is a survey of electronic information resources for health professionals. Resources include databases and Web resources, but will focus on MEDLINE using the PubMed interface. Discussion of relevant controlled vocabularies, their use in formulating and executing search strategies are addressed. Interfaces to MEDLINE other than PubMed will be explored. The course also includes reference management software, an evidence based health care component, and discussion of systematic reviews. Understanding the process for conducting systematic reviews is critical to understanding how evidence based decision making, broadly, takes place. Conducting rigorous systematic reviews, and understanding that research process is critical to understanding evidence based health care.

Prerequisites:
> STA 210 or equivalent.

Student Learning Outcomes:
Upon successful completion of this course, the student will:
1) Describe basic principles involved in developing search strategies to retrieve citations to the biomedical literature;
2) Identify controlled vocabularies and how they are used to index the biomedical literature;
3) Identify tools utilized in health sciences information retrieval;
4) Demonstrate familiarity with reference management software, and be able to construct a reference library;
5) Demonstrate an understanding of evidence based health care techniques and the process for conducting systematic reviews.

Course goals or objectives: This course is designed to provide a broad overview of various health sciences electronic information resources as well as controlled vocabularies used to index the biomedical literature. Ultimately, students will gain the knowledge and skills necessary to use interfaces to access information in the health sciences in the context of evidenced based health care. Students will gain hands-on

experience developing and executing search strategies. Students will gain experience with retrieving literature through traditional databases. Students will also explore the PubMed interface as well as alternative interfaces to MEDLINE. Students will gain exposure to citation management through a variety of reference management software, but will develop proficiency with EndNote. Student's exposure to evidence based health care and systematic reviews ties together conceptual development such as information retrieval and practical skills such as reference management.

Skills learned in this course will be applicable to the health care setting specifically. More generally, successful completion of this course will allow students to apply what they have learned about this particular information system more broadly to other domains.

Topics to be covered:
1. Health sciences electronic information resources;
2. Controlled vocabularies;
3. Search strategy formulation and execution;
4. Reference management;
5. Evidence based health care.

Required Materials

Required Instructional Technology:
As this is an online course, students are expected to have regular access to a personal computer (see suggested recommendations at http://www.uky.edu/ukit/hardwareguide), a high speed Internet connection, and speakers (or headset) to complete learning activities.

Required Readings:
Select journal articles and web sites are indicated for each week in the Course Calendar section of the syllabus.

Required Text:
Katcher BS. *MEDLINE: A Guide to Effective Searching in PubMed & Other Interfaces, 2nd ed.* San Francisco: The Ashbury Press, 2006.

Suggested Text (not required):
Blessing JD, and Forister GL. *Introduction to Research and Medical Literature for Health Professionals.* Burlington, MA: Jones & Bartlett Learning, 2013.

Supplemental Materials:
Handouts will be distributed throughout the course of the semester.

MEDLINE/PubMed Resource Guide
http://www.nlm.nih.gov/bsd/pmresources.html

Course Materials:
The primary readings for this course come from the published journal literature. I have

included readings within the Course Calendar on the course syllabus. The majority of the articles are available via the Academic Search Complete database. UK Libraries subscribes to Academic Search Complete.

Access the Libraries web page at http://libraries.uky.edu/. Select Databases among the navigation buttons just above the middle of the page. Enter Academic Search Complete in the Title Search box. Select Academic Search Complete. You should be able to locate the articles indicated in the syllabus by using Author, Title, or combination Author/Title searches.

For those articles available from other sources, I have indicated which resource you may obtain them from. If it is a resource outside those to which UK subscribes, I have included a URL for that resource.

If you have trouble locating an article, please let me know.

We will also be reviewing relevant web sites throughout the semester. I have included URL's for these in the Course Calendar.

Some additional resources are available in the Course Content area in a folder for their respective week.

Course Format/Structure:
Because this is a Distance Learning course, students are expected to log onto the course at least three times a week to participate in discussion boards, access information and access and review lectures. Each week's materials may include items like live capture lectures, PowerPoint slides, lecture notes and links to supplemental materials. Students are expect to complete required readings prior to viewing each week's voiceover lecture.

Student Evaluation:
Grading Parameters
There will be a series of 6 assignments for the course (including a midterm exam, term paper, and a summary reflection).

Course Assignment Grading

Assignment	Points	Percentage
Class participation	5	5%
MEDLINE Exercises (5)	45	45%
Midterm exam	20	20%
EndNote Library	5	5%
Final paper	20	20%
Reflection paper	5	5%
Total	**100**	**100%**

Assignment Descriptions:

Class Participation (5 pts)

Students are expected to participate regularly in this course. This means log in into the course a minimum of three times a week, participating in online discussions (a minimum of ten posts with each worth ½ point over the course of the semester, of at least 100 words in length), completing regular assignments on time.

MEDLINE Exercises (45 pts; 5 exercises, 9 pts for each exercise)

Throughout the first half of the semester, you will be periodically asked to perform the skills you are reading about. These exercises are meant to give experience actually using the techniques described in your readings or in the PubMed tutorial. At least one example will be provided for each exercise. Specific instructions will be included for each exercise. (SLO 1, 2, 3 & 4)

Midterm (20 pts)

The midterm will evaluate your understanding of the course content up to this point. The midterm will consist of questions that are structured in the same format of the exercises, as well as questions similar to the "Quiz" questions at the end of each section of the PubMed tutorial. It would be in your best interest to take those as practice for the midterm. I will post the midterm (Week 8) and you will have the week to complete it. (Formal due date needed) (SLO 1, 2, 3, & 4)

EndNote Library (5 pts)

This assignment is structured to evaluate how well you understand reference management software, and in particular, EndNote X7. The assignment will include both the construction of an EndNote library as well as a small number of conceptual questions about reference management software. (SLO 4)

Final Paper (20 pts)

In no more than 10 pages, discuss best evidence found in the published literature as it relates to an aspect (e.g., diagnosis, complications, therapy, etc) of a particular disease, condition, or syndrome. Include a review of the relevant literature as well as a detailed description of the disease, condition, or syndrome you selected. Document your search strategy in the paper and how you executed it as well as a list of resources you consulted. Include a justification of the resources you selected (i.e., why do those resources

represent best evidence found in the published literature). Your paper should demonstrate the application of concepts covered during the course of the semester. Cite references as appropriate. (SLO 1, 2, 3, 4, & 5)

Reflection Paper (5 pts)

The purpose of this exercise is to reinforce the concepts learned and (re)frame your understanding of decision making in health care. This assignment will highlight the importance, and limitations of, systematic reviews and evidence based decision making. In the assignment, you should reflect upon your information needs and information seeking behavior. In no more than 3 pages, describe how your approach to locating and retrieving information in an electronic environment has changed over the course of the semester (if it has not, simply state so and why). You may also wish to include discussion as to how you anticipate using electronic information resources in your work and research. You may include discussion of evidence based health care in your paper if you so choose. (SLO 3, 4 & 5)

Grading Scale
     90% – 100% = A
     80% – 89% = B
     70% – 79% = C
     60% – 69% = D
      0% – 59% = E

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 by students who have an excused absence as defined by University policy and stated below.

Class Participation
Regular participation in this class is required. This means logging into the course at least three times each week, staying current with discussion posts, readings and assignments and reviewing all lecture materials posted online.

Submission of Couse Assignments
Assignments should be submitted via e-mail as Word attachments.

Again, 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.

Final ~~Exam~~ Paper Information

The final ~~exam~~ paper ~~will be posted online the last week of classes. It~~ will be due no later than the last day of finals.

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/Registrar/AcademicCalendar.htm)

Course Policies:

Submission of Assignments:

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 and 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:

Assignments should be turned in on or before the day specified. For students with an *excused* absence, as defined by University policy and stated below, late assignments will be due by the date requested by the instructor. Students with an excused absence have one week to contact the instructor to make arrangements for late assignments. For each week beyond this, the assignment will be consider late and 10% of the grade will be subtracted from the total grade for the assignment. In the case of an *unexcused* absence, for each week an assignment is late, 10% of the grade will be subtracted from the total grade for the assignment.

Incompletes:

A grade of Incomplete 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 reasons, will not be accepted.

Excused Absences:

(Note: This policy is provided in reference to due dates for assignments.)

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for

notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Verification of Absences:
(Note: This policy is provided in reference to due dates for assignments.)
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as

his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).
Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

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 Academic Support (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&llib_id=16
Course Reserves
http://www.uky.edu/Libraries/page.php?lweb_id=23&ltab_rank=3