

**RECEIVED**

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OFFICE OF THE  
SENATE COUNCIL**1. General Information**

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

Date Submitted: 3/27/2015

1b. Department/Division: Library &amp; 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<sup>4</sup>

2b. Prefix and Number: IS 327

2c. Full Title: Consumer Health Information Seeking

2d. Transcript Title:

2e. Cross-listing: ICT 327

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 will provide students with a foundation in the history and development of consumer health information seeking in addition to practical experience in locating, evaluating, and providing health information to diverse and special populations within educational and healthcare settings. Students will gain an understanding of the lifecycle of consumer health information - from policy development, to creation, to dissemination, and use – and the role of healthcare professionals in providing that information. Current issues and trends, as well as future directions in consumer health information provision and health information seeking will be discussed.

2k. Prerequisites, if any: There are no prerequisites for this course.

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?: 25

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: No

## 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 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. 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 327 NEW Dept Review|20140922

SIGNATURE|MSBEAC2|Megan B Sizemore|IS 327 NEW College Review|20141007

SIGNATURE|JMETT2|Joanie Ett-Mims|IS 327 NEW Undergrad Council Review|20150414

New Course Form

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

Open in full window to print or save

Generate R

Attachments:

Browse...

Upload File

	ID	Attachment
Delete	3989	IS 327 UGC Review Checklist.docx
Delete	4722	Consumer Health Information Seeking Syllabus wjb.r

First 1 Last

(\*denotes required fields)

1. General Information

- a. \* Submitted by the College of: COMMUNICATION AND INFORMATION Submission Date: 3/27/2015
- 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
- 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: IS 327
- c. \* Full Title: Consumer Health Information Seeking
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed with (Prefix and Number): ICT 327
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
 

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory <sup>1</sup>	<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:			
- 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 will provide students with a foundation in the history and development of consumer health information seeking in addition to practical experience in locating, evaluating, and providing health information to diverse and special populations within educational and healthcare settings. Students will gain an understanding of the lifecycle of consumer health information - from policy development, to creation, to dissemination, and use - and the role of healthcare professionals in providing that information. Current issues and trends, as well as future directions in consumer health information provision and health information seeking will be discussed.

## k. Prerequisites, if any:

There are no prerequisites for this course.

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* 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? 25

## 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 <sup>2</sup> for ANY program?  Yes  No

If YES <sup>2</sup>, 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 aid 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:	IS 327	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.			
<input checked="" type="checkbox"/> Internet/Web-based <input type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid			

### 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, and 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
- 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 of 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.
- 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,

### 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 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.
- 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.  
Course will be offered 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. 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](mailto: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](mailto:dllservice@email.uky.edu)
  - DL Interlibrary Loan Service: [http://www.uky.edu/Libraries/libpage.php?web\\_id=253&lib\\_id=16](http://www.uky.edu/Libraries/libpage.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:

Jeff Huber

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

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<sup>111</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>112</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>113</sup> 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. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>114</sup> You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

<sup>115</sup> In order to change a program, a program change form must also be submitted.

Rev 8/09



**General Course Information**

- Full and accurate title of the course
- Departmental and college prefix
- Course prefix, number and section number
- Scheduled meeting day(s), time and place

**Instructor Contact Information** (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor
- Office phone number
- Office address
- UK email address
- Times of regularly scheduled office hours and if prior appointment is required

**Course Description**

- Reasonably detailed overview of the course
- Student learning outcomes
- Course goals/objectives
- Required materials (textbook, lab materials, etc.)
- Outline of the content, which must conform to the Bulletin description
- Summary description of the components that contribute to the determination of course grade
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s)
- Final examination information: date, time, duration and location
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for undergraduate students
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for graduate students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.)
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus
- Policy on academic accommodations due to disability. Standard language is below:  
 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.

**Course Policies**

- Attendance
- Excused absences
- Make-up opportunities
- Verification of absences
- Submission of assignments
- Academic integrity, cheating & plagiarism
- Classroom behavior, decorum and civility
- Professional preparations
- Group work & student collaboration

<p><b>UGE Review (11/6/14)</b></p> <p>- Title of course is not identical within Course Form and syllabus.</p> <p>-</p>
<p><b>Committee Review (      )</b></p> <p>Comments</p>

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

**IS 327: Consumer Health Information Seeking**

**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 will provide students with a foundation in the history and development of consumer health information seeking in addition to practical experience in locating, evaluating, and providing health information to diverse and special populations within educational and healthcare settings. Students will gain an understanding of the lifecycle of consumer health information - from policy development, to creation, to dissemination, and use – and the role of healthcare professionals in providing that information. Current issues and trends, as well as future directions in consumer health information provision and health information seeking will be discussed.

**Prerequisites:**

There are no pre-requisites for this course.

**Student Learning Outcomes:**

Upon successful completion of this course, the student will:

- 1) Understand the historical origins of consumerism and the use of consumer health information including implications of consumerism within the managed care environment as well as digital environments;
- 2) Recognize the role of regional, national, and international agencies in the provision of consumer health information. Includes professional and government organizations, policy-making bodies, and cooperative efforts for consumer education and health promotion and research;
- 3) Identify, select, use, and evaluate print, multimedia, and electronic resources for consumer health information;
- 4) Identify, select, use, and evaluate health information resources for special populations and environments including; alternative and complementary therapies, resources for chronic disease, gender and age-related tools, resources for caregivers, and health information for minority and ethnic groups; and,
- 5) Explore trends in consumer health informatics related to user education, knowledge management, and research and development.

**Course goals or objectives:** This course is designed to provide an overview of consumer health information resources for use in public, educational, and healthcare settings.

## Required Materials

### Required Readings:

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

Johnson JD, Case DO. *Health Information Seeking*. New York: Peter Lang, 2012.

Spatz M (ed). *The Medical Library Association Guide to Providing Consumer and Patient Health Information*. Lanham, MD: Rowman & Littlefield/ Medical Library Association, 2014.

### Supplemental Materials:

Handouts will be distributed throughout the course of the semester .

For some weeks, web sites will be listed under “Review relevant web sites”

*Consumer Health Resources* (National Network of Libraries of Medicine, National Library of Medicine), available at:

<http://nnlm.gov/outreach/consumer/>

### 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.

### 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**

A detailed description of each assignment follows the Course Calendar.

<u>Assignment</u>	<u>Points</u>	<u>Percentage</u>
Class participation	5	5%
Portfolio	45	45%
Midterm	20	20%
Health literacy evaluation	5	5%
Term paper	20	20%
Reflection paper	5	5%
<b>Total</b>	<b>100</b>	<b>100%</b>

### **Grading Scale**

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

80% – 89% = **B (High Achievement)**

70% – 79% = **C (Average Achievement)**

0% – 69% = **E (Failing)**

### **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 or in the case where a student has an excused absence.

### **Class Participation**

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. Late assignments will only be accepted with prior approval from the instructor or in the case where a student has an excused absence

### **Submission of Course Assignments**

Assignments should be submitted via the learning management system.

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. Late assignments will only be accepted with prior approval from the instructor or in the case where a student has an excused absence

### **Final Exam Information**

Instead of a final exam, students will be responsible for a term paper (description included in the Assignments document). The term paper will be due on [Time allotted by registrar for final exam].

### **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 portfolio 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 will only be accepted with prior permission from the instructor.

#### **Late Assignments:**

Assignments should be turned in on or before the day specified. For each week an assignment is late, 10% of the grade will be subtracted. Late assignments will only be accepted with prior approval from the instructor or in the case where a student has an excused absence. In general late assignments will be due no later than one week after the student has returned to class.

#### **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.

#### **Attendance Policy:**

As this course is being taught online, attendance will be determined by class participation (see above).

#### **Excused Absences:**

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).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

**Verification of Absences:**

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](mailto: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](mailto:dllservice@email.uky.edu)

DL Interlibrary Loan Service:

[http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&llib\\_id=16](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](http://www.uky.edu/Libraries/page.php?lweb_id=23&ltab_rank=3)



## COURSE CALENDAR

### **Week 1**

Introduction.

Overview of the course.

Course outline, assignments, exercises, and expectations.

Text and supplemental materials.

Consumerism and the health care environment: historical overview and current trends and issues.

Consumer health information (CHI) overview.

#### **READING:**

Huber JT, Gillaspay ML. Knowledge/Power Transforming the Social Landscape: The Case of the Consumer Health Information Movement. *Library Quarterly*. 81(4), October 2011, 405-430.

Available via Academic search complete database.

Spatz M. History of Consumer and Patient Health Librarianship. *In The Medical Library Association Guide to Providing Consumer and Patient Health Information*. Edited by Michelle Spatz. Lanham, Maryland: Medical Library Association/Rowman & Littlefield, 2014

### **Week 2**

Health information seeking – Part 1

#### **READING:**

Johnson JD, Case DO. Introduction to Health Information Seeking. In *Health Information Seeking*. New York: Peter Land Publishing, Inc., 2012.

Johnson JD, Case DO. Information Fields and Carriers. In *Health Information Seeking*. New York: Peter Land Publishing, Inc., 2012.

#### **RECOMMENDED:**

Johnson JD. Health Information Seeking Behaviors: Have Technological Advances Changed Health Information Seeking for Patients and Providers? In *Introduction to References Sources in the Health Sciences*. Compiled and edited by Jeffrey T. Huber and Susan Swogger. Updated, Revised, and Expanded. Chicago: Medical Library Association/Neal-Schuman Publishers, 2014.

### **Week 3**

Needs assessments

Collection development

General health books, clearinghouses, and resources

Review relevant web sites:

MedlinePlus  
<http://www.nlm.nih.gov/medlineplus/>

HealthFinder  
[www.healthfinder.gov](http://www.healthfinder.gov)

Doody's Review Service  
<http://www.doody.com/drs/>

**READING:**

Dettmar N. Where to Start? Needs Assessment. In: Spatz M (ed). *The Medical Library Association Guide to Providing Consumer and Patient Health Information*. Lanham, MD: Rowman & Littlefield/ Medical Library Association, 2014.

Gillaspy ML, and Pranica MO. Consumer Health Sources. In: Introduction to Reference Sources in the Health Sciences. Compiled and Edited by Jeffrey T. Huber and Susan Swoger. 6<sup>th</sup> edition, Updated, Revised, and Expanded. New York: Medical Library Association/Neal-Schuman Publishers, 2014.

***PORTFOLIO ASSIGNED, COMPLETED PORTFOLIO DUE WEEK 15.  
PORTFOLIO ENTRY 1 ASSIGNED, DUE X-DATE (TWO WEEKS)***

**Week 4**

Provision of CHI resources and services.

Professional organizations

Government agencies/entities

Review relevant web sites:

National Library of Medicine  
<http://www.nlm.nih.gov>

National Health Information Center  
<http://www.health.gov/nhic/>

National Commission for Health Education Credentialing  
<http://www.nchec.org/>

American Hospital Association's Consumer Information  
<http://www.aha.org/research/rc/links/consumer-index.shtml>

Medical Library Association  
<http://www.mlanet.org>

Medical Library Association Consumer Health Information Specialization Program  
<http://www.mlanet.org/education/chc/>

Consumer and Patient Health Information Section (CAPHIS), Medical Library Association  
<http://caphis.mlanet.org/>

**READING:**

Dickenson N, Huddleston C, Johnson J, Kumagai G, and Lopez E. Health Reference Service. In: Spatz M (ed). *The Medical Library Association Guide to Providing Consumer and Patient Health Information*. Lanham, MD: Rowman & Littlefield/ Medical Library Association, 2014.

**RECOMMENDED:**

Crespo J. Training the Health Information Seeker: Quality Issues in Health Information Web Sites. *Library Trends*. 53(2), (Fall 2004), 360-374.  
Available via Academic search complete database.

Marill J, Miller N, Kitendau P. The MedlinePlus Public User Interface: Studies of Design Challenged and Opportunities. *Journal of the Medical Library Association*. 94(1), (Jan 2006), 30-40.  
Available via Academic search complete database.

***TERM PAPER/PROJECT ASSIGNED, DUE FINAL WEEK (IN LIEU OF FINAL EXAM)***

**Week 5**

Evaluating consumer health information

Review relevant web sites:

HON Code of Conduct (HONcode) for medical and health Web sites  
<http://www.hon.ch/HONcode/Conduct.html> (contains audiofiles)  
<http://www.ihealthcoalition.org/ethics/code-foundations.html>

Evaluating health websites: Content evaluation guidelines (part of 'A User's Guide to Finding and Evaluating Health Information on the Web' – scroll down)  
<http://www.mlanet.org/resources/userguide.html>

Evaluating health websites  
<http://nnlm.gov/outreach/consumer/evalsite.html>

How to spot a 'quacky' website  
<http://www.quackwatch.org/01QuackeryRelatedTopics/quackweb.html>

How to evaluate health information on the Internet  
<http://www.fda.gov/oc/opacom/evalhealthinfo.html>

How To Evaluate Health Information on the Internet: Questions and Answers  
<http://www.cancer.gov/cancertopics/factsheet/Information/internet>

Web site application drill (an interactive evaluation form)  
<http://www.health.gov/scipich/IHC/webdrill.htm>

Wikipedia article on readability tests  
[http://en.wikipedia.org/wiki/Category:Readability\\_tests](http://en.wikipedia.org/wiki/Category:Readability_tests)

### **PORTFOLIO ENTRY 1 DUE**

#### **Week 6**

Health Information Seeking – Part 2

Johnson JD, Case DO. Strategies for Seekers (and Non-Seekers). In *Health Information Seeking*. New York: Peter Land Publishing, Inc., 2012.

Johnson JD, Case DO. Strategies for Health Professionals. In *Health Information Seeking*. New York: Peter Land Publishing, Inc., 2012.

### **PORTFOLIO ENTRY 2 ASSIGNED, DUE X-DATE (ONE WEEK)**

#### **Week 7**

Health literacy

Review relevant web sites:  
Consumer Health Information in Many Languages Resources  
<http://nlnm.gov/outreach/consumer/multi.html>

Health Information Literacy  
<http://www.mlanet.org/resources/healthlit/>

#### **READING:**

Huber JT, Shapiro II RM, Gillaspay ML. Top Down Versus Bottom Up: The Social Construction of the Health Literacy Movement. *Library Quarterly*. 82(4), (Oct. 2012), 429-451.  
Available via Academic search complete database.

Baker LM, Gollop CJ. Medical Textbooks: Can Lay People Read and Understand Them? *Library Trends*. 53(2), (Fall 2004), 336-347.  
Available via Academic search complete database.

#### **RECOMMENDED:**

Health Literacy: A Prescription to End Confusion. Editors Lynn Nielsen-Bohlman... [et al]; Committee on Health Literacy, Board on Neuroscience and Behavioral Health, Institute of Medicine. Washington, DC: The National Academic Press, 2004.

Parker R, Kreps GL. Library Outreach: Overcoming Health Literacy Challenges. Journal of the Medical Library Association. 93(4 Suppl), (Oct 2005), S81-S85. Available via Academic search complete database.

***PORTFOLIO ASSIGNMENT 2 DUE  
HEALTH LITERACY EVALUATION ASSIGNED, DUE X-DATE (ONE WEEK)***

**Week 8**

Consumer health informatics

Health Information Seeking – Part 3 (Not included on midterm)

**READING:**

Eysenbach G, Jadad AR. Evidence-Based Patient Choice and Consumer Health Informatics in the Internet Age. Journal of Medical Internet Research. 3(2), (2001), e19. Available at:

<http://www.jmir.org/2001/2/e19/>

Johnson JD, Case DO. Outcomes of Information Seeking. In *Health Information Seeking*. New York: Peter Land Publishing, Inc., 2012.

***PORTFOLIO ENTRY 3 ASSIGNED, DUE X-DATE (ONE WEEK)***

**Week 9 – Placeholder for Midterm (no reading).**

***PORTFOLIO ENTRY 3 DUE***

***PORTFOLIO ENTRY 4 ASSIGNED, DUE X-DATE (TWO WEEKS)***

**Week 10 – Placeholder for holiday week.**

**Week 11**

e-Health

Review relevant web sites:

Pew Research – Internet Project: Health and Technology in the U.S.

<http://www.pewinternet.org/2013/12/04/health-and-technology-in-the-u-s/>

HealthIT.gov – Consumer eHealth Program

<http://www.healthit.gov/policy-researchers-implementers/consumer-ehealth-program>

Organized Wisdom

<http://www.organizedwisdom.com>

PatientsLikeMe

<http://www.patientslikeme.com>

Everyday Health  
<http://www.everydayhealth.com>

**READING:**

Rios G, and O'Hagan E. Consumer- and Patient-Friendly Technology: Today and Tomorrow. In: Spatz M (ed). *The Medical Library Association Guide to Providing Consumer and Patient Health Information*. Lanham, MD: Rowman & Littlefield/ Medical Library Association, 2014.

Eysenbach G. What is e-Health? *Journal of Medical Internet Research*. 3(2), (2001), e20  
Available at:  
<http://www.jmir.org/2001/2/e20/>

**RECOMMENDED**

Eysenbach G, Powell J, Rizo C, Stern A. Health Related Virtual Communities and Electronic Support Groups. *BMJ*. 328(7449), (May 15 2004), 1166.  
Available via PubMed at:  
<http://www.ncbi.nlm.nih.gov/sites/entrez?db=PubMed>

**PORTFOLIO ENTRY 4 DUE**

**PORTFOLIO ENTRY 5 ASSIGNED, DUE X-DATE (ONE WEEK)**

**Week 12**

**Social Media**

**Review relevant web sites:**

Top Social Media Sites in Medicine  
[http://hlwiki.slais.ubc.ca/index.php/Top\\_Social\\_Media\\_Sites\\_in\\_Medicine](http://hlwiki.slais.ubc.ca/index.php/Top_Social_Media_Sites_in_Medicine)

Zombie Preparedness  
<http://www.cdc.gov/php/zombies.htm>

**READING:**

Kraft MA. Social Media for Health Consumers and Patients. In: Spatz M (ed). *The Medical Library Association Guide to Providing Consumer and Patient Health Information*. Lanham, MD: Rowman & Littlefield/ Medical Library Association, 2014.

Miller AS. The Zombie Apocalypse: The Viral Impact of Social Media Marketing on Health. *Journal of Consumer Health on the Internet*, 17(4), Oct-Dec 2013, 362-8.  
Available in the Course Content Folder. (Need to ILL)

Marsh W (Reuters) CDC "Zombie Apocalypse" Disaster Campaign Crashes Website.  
Available at:  
<http://www.reuters.com/article/2011/05/19/us-zombies-idUSTRE74I7H420110519>

**PORTFOLIO ENTRY 5 DUE**

**PORTFOLIO ENTRY 6 ASSIGNED, DUE X-DATE (ONE WEEK)**

**Week 13**

Diverse user populations  
Cultural Sensitivity

**READING:**

Stahl L. Meeting the Needs of Diverse Groups: Children, Teens, LGBT, and Patients with Low Literacy. In: Spatz M (ed). *The Medical Library Association Guide to Providing Consumer and Patient Health Information*. Lanham, MD: Rowman & Littlefield/ Medical Library Association, 2014.

Alpi KM, Bibel BM. Meeting the Health Information Needs of Diverse Populations. *Library Trends*. 53(2), (Fall 2004), 268-282.  
Available via Academic search complete database.

McCloskey D. Cultural Sensitivity and Health Information Resources and Services. In: Spatz M (ed). *The Medical Library Association Guide to Providing Consumer and Patient Health Information*. Lanham, MD: Rowman & Littlefield/ Medical Library Association, 2014.

**RECOMMENDED:**

Detlefsen EG. Where Am I to Go? Use of the Internet for Consumer Health Information by Two Vulnerable Communities. *Library Trends*. 53(2), (Fall 2004), 283-300.  
Available via Academic search complete database.

Allen M, Matthew S, Boland MJ. Working with Immigrant and Refugee Populations: Issues and Hmong Case Study. *Library Trends*. 53(2), (Fall 2004), 301-328.  
Available via Academic search complete database.

Chu A, Huber J, Mastel-Smith B, Cesario S. "Partnering with Senior for Better Health": Computer Use and Internet Health Information Retrieval Among Older Adults in a Low Socioeconomic Community. *Journal of the Medical Library Association*. 97(1), (January 2009), 12-20. Available via PubMed at: <http://www.ncbi.nlm.nih.gov/pubmed>

**PORTFOLIO ENTRY 6 DUE**

**PORTFOLIO ENTRY 7 ASSIGNED, DUE X-DATE (ONE WEEK)**

**Week 14**

Complementary and alternative medicine

**Review relevant web sites:**

National Center for Complementary and Alternative Medicine

<http://nccam.nih.gov/>

Complementary and Alternative Medicine,  
New York Online Access to Health (NOAH)  
<http://www.noah-health.org/en/alternative/>

Snake Oil? Scientific Evidence for Health Supplements  
<http://www.informationisbeautiful.net/2010/snakeoil-scientific-evidence-for-health-supplements/>

Be sure to play with the interactive version of the visualization

**READING:**

Crawford GA. Complementary and Alternative Medicine. Reference & User Services Quarterly. 42(4), (Summer 2003), 296-306.  
Available from Library Literature and Information Science Full Text database.

Nims JK. Complementary and Alternative Medicine. An Overview of Nontraditional Medicine on the Web. College & Research Libraries News. 63(8), (S 2002), 576-579, 589, 599.  
Available via Library Literature and Information Science Full Text database.

***PORTFOLIO ENTRY 7 DUE***

**Week 15**

Patient Bill(s) of Rights  
Ethical issues and considerations

Review examples of Patient Bill(s) of Rights:

The Patient Care Partnership (American Hospital Association)  
<http://www.aha.org/aha/issues/Communicating-With-Patients/pt-care-partnership.html>

The Patient's Bill of Rights (American Cancer Society)  
[http://www.cancer.org/docroot/MIT/content/MIT\\_3\\_2\\_Patients\\_Bill\\_Of\\_Rights.asp](http://www.cancer.org/docroot/MIT/content/MIT_3_2_Patients_Bill_Of_Rights.asp)

The Patient's Bill of Rights in Medicare and Medicaid (US Department of Health and Human Services)  
<http://www.hhs.gov/ociio/regulations/patient/>

**READING:**

Bibel B, and Spatz M. Ethical Issues in Providing Consumer and Patient Health Information. In: Spatz M (ed). *The Medical Library Association Guide to Providing Consumer and Patient Health Information*. Lanham, MD: Rowman & Littlefield/ Medical Library Association, 2014.



Dyer DA. Ethical Challenges of Medicine and Health on the Internet: A Review. 3(2), (2001), e23. Available at: <http://www.jmir.org/2001/2/e23/>

**COMPLETED PORTFOLIO DUE**

**REFLECTION PAPER ASSIGNMENT DISTRIBUTED, DUE FINAL WEEK**

**Week 16**

Reflection paper due.

Future directions.

Student evaluations of course.

**READING:**

Johnson JD, Case DO. Summing Up: Information Seeking in the Information Age. In *Health Information Seeking*. New York: Peter Land Publishing, Inc., 2012.

**REFLECTION PAPER ASSIGNMENT DUE**

**TERM PAPER/PROJECT DUE**