

1. General Information

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

Date Submitted: 2/26/2013

1b. Department/Division: Library & Information Science

1c. Contact Person

Name: Will Buntin

Email: will.buntin@uky.edu

Phone: 859-257-3317

Responsible Faculty ID (if different from Contact)

Name: Jeff Huber

Email: jeffrey.huber@uky.edu

Phone: 859-257-2334

1d. Requested Effective Date: Specific Term/Year ¹ Fall 2013

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: LIS 627

2c. Full Title: Consumer Health Information Resources

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: X

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: History and development of consumer health information resources; role of professional and governmental agencies in provision of consumer health information; policy issues related to provision of consumer health information. Consumer health professional literature, user information needs, user resources, and information services. Identification, selection, utilization, and evaluation of consumer health information for special populations within specialized educational and healthcare settings. Trends and issues in consumer health informatics.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

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

If No, explain:

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

7. Anticipated Student Demand

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

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

If Yes, explain: [var7InterestExplain]

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

If No, explain:

9. Course Relationship to Program(s).

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

If YES, name the proposed new program:

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

If YES, list affected programs:

10. Information to be Placed on Syllabus.

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

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

Distance Learning Form

Instructor Name: Jeffrey Huber

Instructor Email: jeffrey.huber@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

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

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

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

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

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

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

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

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

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

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

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. 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: Jeffrey Huber

SIGNATURE|JTHU222|Jeffrey T Huber|Dept approval for ZCOURSE_NEW LIS 627|20120919

SIGNATURE|CEMONA2|E C Monaghan|College approval for ZCOURSE_NEW LIS 627|20120919

SIGNATURE|JTHU222|Jeffrey T Huber|Approval resent to department for ZCOURSE_NEW LIS 627|20121031

SIGNATURE|JTHU222|Jeffrey T Huber|Dept approval for ZCOURSE_NEW LIS 627|20121127

SIGNATURE|CEMONA2|E C Monaghan|College approval for ZCOURSE_NEW LIS 627|20121127

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_NEW LIS 627|20121127

SIGNATURE|WF-BATCH|Batch User|Reminder for minor course work item|20130125

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

LIS 627 Consumer Health Information Resources

Instructor

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

Office Hours

- By Appointment

Class Information

- Online

COURSE INFORMATION

Course Description

History and development of consumer health information resources; role of professional and governmental agencies in provision of consumer health information; policy issues related to provision of consumer health information. Consumer health professional literature, user information needs, user resources, and information services. Identification, selection, utilization, and evaluation of consumer health information for special populations within specialized educational and healthcare settings. Trends and issues in consumer health informatics.

Course Objectives

This course is designed to provide an overview of consumer health information resources for use in public, educational, and healthcare settings.

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 (Assignment #1);
- 2) Understand the differences in responsibilities between consumer health librarians and other librarians as well as current trends and issues in consumer health librarianship (Assignment #3, #6, #7);
- 3) 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 (Virtual Guests' Discussion Boards, Assignment #6, #7);

- 4) Identify, select, use, and evaluate print, multimedia, and electronic resources for consumer health information (Assignment #2, #4, #5);
- 5) 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 (Assignment #2, #4, #5), and;
- 6) Explore trends in consumer health informatics related to user education, knowledge management, and research and development (Assignment #2, #6, #7).

Course Overview

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

There will be a series of 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 permission from the instructor.

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.

Academic Integrity:

All papers and assignments must represent the student's original work. When using material from other sources, proper citations must be given. Papers or assignments prepared for other classes cannot be used to fulfill the requirements of this class. See the UK Code of Student Conduct for more on academic integrity.

Required Reading

Required Readings:

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

Suggested Text (not required):

Rees AM (ed). Consumer Health Information Source Book. 7th ed. Phoenix: Oryx Press, 2003.

Supplemental Materials:

Handouts will be distributed throughout the course of the semester.

Consumer Health: An Online Manual. (South Central Region, National Network of Libraries of Medicine, National Library of Medicine)

Available at:

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

STUDENT EVALUATION

Grading Parameters

There will be a series of 7 assignments for the course (including a term paper and a summary reflection paper):

- Assignment 1 – Historical Paper
- Assignment 2 – Consumer Health Educational Opportunity
- Assignment 3 – Interview
- Assignment 4 – Consumer Evaluation Guide
- Assignment 5 – Annotated Bibliography
- Assignment 6 – Term Paper
- Assignment 7 – Reflection Paper

Student Evaluation:

<u>Assignments</u>	<u>Points</u>
Class participation	5
Assignment #1 – Historical Paper	10
Assignment #2 – Consumer Health Educational Opportunity	20
Assignment #3 – Interview	15
Assignment #4 – Consumer Evaluation Guide	10
Assignment #5 – Annotated Bibliography	15
Assignment # 6 - Term paper	20
Assignment #7 – Reflection paper	5
Total	100

Grading Policy:

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

Grading Scale

- 90% – 100% = **A (Exceptional Achievement)**
- 80% – 89% = **B (High Achievement)**
- 70% – 79% = **C (Average Achievement)**
- 0% – 69% = **E (Failing)**

Participation

Students are expected to participate in class discussion via the Discussion Boards.

There will be a series of guest experts during the course of the semester. Each will post an introduction that includes information about their current position or work

environment. Students are expected to be prepared to pose questions to our guest experts and generate discussion.

Submission of Course Assignments

Assignment should be submitted via e-mail as Word attachments.

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.

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 Center (TASC)

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

Information Technology Customer Service Center (UKIT)

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

Library Services

Distance Learning Services

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

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

Course Reserves

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

GENERAL COURSE POLICIES

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

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

COURSE CALENDAR

Course Calendar:

January 12

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 Premier database.

Bess D. Consumer Health Education. *Proceedings of the Academy of Political Science*. 32(3), Health Services: The Local Perspective (1977), 182-192. Available via JSTOR database.

Duval MK, Den Boer J. Consumer Health Education. *Proceedings of the Academy of Political Science*. 33(4), Regulating Health Care: The Struggle for Control (1980), 168-181. Available via JSTOR database.

ASSIGNMENT #1 DISTRIBUTED, DUE JANUARY 26.

January 19

Collection development

General health books, clearinghouses, and resources

READING: Gillaspay ML. Consumer Health Sources. In: Introduction to Reference Sources in the Health Sciences. Compiled and Edited by Jeffrey T. Huber, Jo Anne Boorkman, and Jean Blackwell. 5th edition. New York: Medical Library Association/Neal-Schuman Publishers, 2008.

ASSIGNMENT #2 DISTRIBUTED, DUE MARCH 2.

January 26

Assignment #1 due.

Electronic CHI resources

GUEST EXPERT: Nora St. Peter, Technical Services Librarian, Health Learning Centers at Northwestern Memorial Hospital, Chicago, IL

READING: Kovacs DK. Why Develop Web-Based Health Information Workshops for Consumers? *Library Trends*. 53(2), (Fall 2004), 348-359.
Available via Academic Search Premier database.

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 Premier database.

Miller N, Tyler RJ, Backus JEB. MedlinePlus: The National Library of Medicine Brings Quality Information to Health Consumers. *Library Trends*. 53(2), (Fall 2004), 375-388.
Available via Academic Search Premier 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 Premier database.

ASSIGNMENT #6 TERM PAPER ASSIGNMENT DISTRIBUTED, DUE APRIL 20.

ASSIGNMENT #3 DISTRIBUTED, DUE FEBRUARY 23.

February 2

Book reviews

GUEST EXPERT: Carol Ann Attwood, Medical Librarian, Patient Health and Education Library, Mayo Clinic Arizona

Review relevant web sites:

Doody's Review Service

<http://www.doody.com/drs/>

February 9

Pamphlets

February 16

Provision of CHI resources and services.

Professional organizations

Government agencies/entities

GUEST EXPERT: Samantha Hewakapuge, Consumer Health Coordinator, Greater Midwest Region, National Networks of Libraries of Medicine, National Library of Medicine, Chicago, IL.

Review relevant web sites:

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

National Network of Libraries of Medicine, National
Library of Medicine
<http://nmlm.gov/>

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

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/>

February 23

Assignment #3 due.

Diverse user populations

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

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 Premier 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 Premier 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>

March 2

Assignment #2 due.

Health literacy

GUEST EXPERT: Elizabeth Brackeen, Senior Librarian, The Learning Center, University of Texas M.D. Anderson Cancer Center, Houston, TX

Review relevant web sites:

Consumer Health Information in Many Languages
Resources

<http://nmlm.gov/outreach/consumer/multi.html>

Health Information Literacy

<http://www.mlanet.org/resources/healthlit/>

READING: Sandstrom HT. Watch Your Language. *Library Trends*. 53(2), (Fall 2004), 329-335.

Available via Academic Search Premier 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 Premier database.

Burnham E, Peterson EB. Health Information Literacy: A Library Case Study. *Library Trends*. 53(3), (Winter 2005), 422-433.

Available via Academic Search Premier database.

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 Premier database.

SUGGESTED READING:

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.

March 9

Outreach and advocacy

GUEST EXPERT: Michele Spatz, Consultative Services Specialist, Planetree, Derby, CT

READING: Huber JT, Kean EB, Fitzgerald PD, Altman TA, Young ZG, Dupin KM, Leskovec J, Holst R. Outreach Impact Study: The Case of the Greater Midwest Region. *Journal of the Medical Library Association*. 99(4), (October 2011), 297-303.

Available via PubMed Central at <http://www.ncbi.nlm.nih.gov/pmc/>

Ruffin AB, Cogdill K, Kutty L, Hudson-Ochillo M. Access to Electronic Health Information for the Public: Analysis of Fifty-Three Funded Projects. *Library Trends*. 53(3), (Winter 2005), 434-452.
Available via Academic Search Premier database.

Press NO, Diggs-Hobson M. Providing Health Information to Community Members Where They Are: Characteristics of the Culturally Competent Librarian. *Library Trends*. 53(3), (Winter 2005), 397-410.
Available via Academic Search Premier database.

Spatz MA. Building Community Bridges for Health: Consumer Health Librarians as Health Advocates. *Library Trends*. 53(3), (Winter 2005), 453-456.
Available via Academic Search Premier database.

Kenyon A. Philly Health Info: The College of Physicians of Philadelphia's Regional Community Health Information Project. *Library Trends*. 53(3), (Winter 2005), 457-463.
Available via Academic Search Premier database.

March 16

NO CLASS – SPRING BREAK

March 23

Public libraries as CHI resources

GUEST EXPERT: Wendy Miller, Reference Librarian, Lexington Public Library, Lexington, KY.

READING: Kouame G, Harris M, Murray S. Consumer Health Information from Both Sides of the Reference Desk. *Library Trends*. 53(3), (Winter 2005), 464-479.

Available via Academic Search Premier database.

Gillaspy M. Factors Affecting the Provision of Consumer Health Information in Public Libraries: The Last Five Years. *Library Trends*. 53(3), (Winter 2005), 480-495.
Available via Academic Search Premier database.

Smith C, Logsdon K, Clark M. Consumer Health Information Services at Iowa City Public Library. *Library Trends*. 53(3), (Winter 2005), 496-511. Available via Academic Search Premier database.

Wood FB, Lyon B, Schell MB, Kitendaugh P, Cid VH, Siegel ER. Public Library Consumer Health Information Pilot Project: Results of a National Library of Medicine Evaluation. *Bulletin of the Medical Library Association*. 88(4), (October 2000), 314-322. Available via PubMed at: <http://www.ncbi.nlm.nih.gov/sites/entrez?db=PubMed>

The Challenge of Providing Consumer Health Information Services in Public Libraries. American Association for the Advancement of Science. Available at: <http://www.healthlit.org/pdfs/AAASFINAL.pdf>

ASSIGNMENT #4 DISTRIBUTED, DUE MARCH 30

March 30

Assignment #4 due

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

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: Carbo T. Challenges for Libraries Creating One World: Information Ethics and Policy Issues for Medical Librarians. *Journal of the Medical Library Association*. 91(3), (July 2003), 281-284. Available via PubMed at: <http://www.ncbi.nlm.nih.gov/sites/entrez?db=PubMed>

Rothstein JA. Ethics and the Role of the Medical Librarian: Health Care Information and the New Consumer. *Bulletin of the Medical Library Association*. 81(3), (July 1993), 253-258.

Available via PubMed at:

<http://www.ncbi.nlm.nih.gov/sites/entrez?db=PubMed>

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/>

ASSIGNMENT #5 DISTRIBUTED, DUE APRIL 13

April 6

e-Health

Consumer health informatics

Review relevant web sites:

Organized Wisdom

<http://www.organizedwisdom.com>

PatientsLikeMe

<http://www.patientslikeme.com>

Revolution Health

<http://www.revolutionhealth.com>

RightHealth

<http://www.righthealth.com>

READING: Eysenbach G. What is e-Health? Journal of Medical Internet Research. 3(2), (2001), e20

Available at:

<http://www.jmir.org/2001/2/e20/>

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/>

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>

April 13

Assignment #5 due

Complementary and alternative medicine

Review relevant web sites:

National Center for Complementary and Alternative Medicine
<http://nccam.nih.gov/>

Office of Cancer Complementary and Alternative Medicine,
National Cancer Institute
<http://www.cancer.gov/cam/>

Rosenthal Center for Complementary and Alternative Medicine,
Columbia University Medical Center
<http://www.rosenthal.hs.columbia.edu/>

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

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.

Crumley ET. Exploring the Roles of Librarians and Health Care Professionals Involved with Complementary and Alternative Medicine. Journal of the Medical Library Association. 94(1), (January 2006), 81-9.
Available via PubMed at:
<http://www.ncbi.nlm.nih.gov/sites/entrez?db=PubMed>

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.

April 20

Term paper due.

Information seeking and use.

Evaluation.

READING: Dervin B. Libraries Reaching Out with Health Information to Vulnerable Populations: Guidance from Research on Information Seeking and Use. Journal of the Medical Library Association. 93(4 Suppl), (Oct 2005), S74-S80.
Available via PubMed at:
<http://www.ncbi.nlm.nih.gov/sites/entrez?db=PubMed>

Olney CA. Using Evaluation to Adapt Health Information Outreach to the

Complex Environments of Community-Based Organizations. Journal of the Medical Library Association. 93(4 Suppl), (Oct 2005), S57-S67.

Available via PubMed at:

<http://www.ncbi.nlm.nih.gov/sites/entrez?db=PubMed>

Ottoson JM, Green LW. Community Outreach: From Measuring the Difference to Making a Difference with Health Information. Journal of the Medical Library Association. 93(4 Suppl), (Oct 2005), S49-S56.

Available via PubMed at:

<http://www.ncbi.nlm.nih.gov/sites/entrez?db=PubMed>

SUGGESTED READING:

Burroughs, Catherine M. and Fred B. Wood. Measuring the Difference: Guide to Planning and Evaluating Health Information Outreach. Seattle, Washington: National Network of Libraries of Medicine, Pacific Northwest Region; Bethesda, MD: National Library of Medicine, 2000.

Available at:

<http://nmlm.gov/evaluation/guide/>

ASSIGNMENT #7 REFLECTION PAPER ASSIGNMENT DISTRIBUTED, DUE APRIL 27.

April 27

Reflection paper due.

Future directions.

Student evaluations of course.

READING: Shen B. Ecologies, Outreach, and the Evolution of Medical Libraries. Journal of the Medical Library Association. 93(4 Suppl), (Oct 2005), S86-S92.

Available via PubMed at:

<http://www.ncbi.nlm.nih.gov/sites/entrez?db=PubMed>

COURSE ASSIGNMENTS

<u>Assignments</u>	<u>Points</u>
Class participation	5
Assignment #1 – Historical Paper	10
Assignment #2 – Consumer Health Educational Opportunity	20
Assignment #3 – Interview	15
Assignment #4 – Consumer Evaluation Guide	10
Assignment #5 – Annotated Bibliography	15
Assignment # 6 - Term paper	20
Assignment #7 – Reflection paper	5

Total

100