

# **INSC547: Health Sciences Information Centers**

**SUMMER 2020**

**Wednesday 6:30-9:10 PM**

**Instructor: Martha Earl, MSLS, AHIP**

Office: Preston Medical Library/HIC, UT GSM

Office Phone: 865.305.6616

E-mail: [mearl@utmck.edu](mailto:mearl@utmck.edu) or [mearl@tennessee.edu](mailto:mearl@tennessee.edu)

Office Hours: M-F 9:00-5:30

Available for consult after 5:30 or via email

## **COURSE DESCRIPTION**

The instructor will provide an overview of health sciences libraries/health information centers, including management, collection development, reference, instruction, and current trends. Students will be able to define the role of health sciences libraries, describe the tasks necessary to leading and managing them, understand health sciences collection development and related issues, learn about reference and information sources and services, understand the process of evidence-based medicine and research, discuss health information professionalism, and be made aware of trends.

The instructor will address the Medical Library Association “Professional Competencies--MLA Competencies for Lifelong Learning and Professional Success”  
<http://www.mlanet.org/p/cm/ld/fid=1217>

*Competency 1: Information Services--*A health information professional locates, evaluates, synthesizes, and delivers authoritative information in response to biomedical and health inquiries.

*Competency 2: Information Management--*A health information professional curates and makes accessible bioscience, clinical, and health information data, information, and knowledge.

*Competency 3: Instruction & Instructional Design--*A health information professional educates others in the skills of bioscience, clinical, and health information literacy.

*Competency 4: Leadership & Management--*A health information professional manages personnel, time, budget, facilities, and technology and leads others to define and meet institutional goals.

*Competency 5: Evidence-Based Practice & Research--*A health information professional evaluates research studies, uses research to improve practice, conducts research, and communicates research results.

*Competency 6: Health Information Professionalism--*A health information professional promotes the development of the health information professions and collaborates with other professionals to improve health care and access to health care information.

## **PREREQUISITES**

Completion of courses -- INSC530—required; INSC540 & INSC550 & INSC560—recommended.

## **ABOUT THE COURSE**

This course is meant to be an overview of health sciences libraries and not an in-depth immersion. If you are interested in more in-depth learning regarding health sciences libraries, I encourage you to consider a practicum.

The assignments in this course are designed to help you master the material and provide you with experience that will benefit your professional goals after completion of the degree. Knowledge of health science resources and issues will prove beneficial in a variety of library settings.

## **CONTACTING ME**

Please use email as your primary way to contact me. I check my email frequently during the day and in the evening. If you want to call me, please do so after 5:15 PM EDST. I am happy to answer any questions or clarify any assignment or topic mentioned in class or on the syllabus.

## **DISABILITIES**

Please contact the Office of Disability Services at 191 Hoskins Library at 865.974.6087 if you need course adaptations or accommodations. They will work with you to arrive at the appropriate program and register you for services. Also please contact me so that we can adapt any assignments accordingly.

## **READINGS**

### **Required**

**Text:** Health Sciences Librarianship (Medical Library Association Book Series), edited by M. Sandra Wood. New York: Rowman & Littlefield, 2014.

**On-line readings:** These are required readings available electronically through UT libraries, web sites, or open access publications.

### **Recommended but optional**

**Texts:** The Medical Library Association Guide to Managing Health Care Libraries, second edition, edited by Margaret Moylan Bandy and Rosalind Farnam Dudden. New York: Neal-Schuman, 2011.

Health Librarianship: an Introduction, edited by Jeffrey T. Huber and Feili Tu-Keefner. Santa Barbara, CA: Libraries Unlimited, 2014.

The Medical Library Association Guide to Developing Consumer Health Collections, by Claire B. Joseph. New York: Rowman & Littlefield, 2018.

## **Assignments (due dates on class schedule)**

**Interview with health sciences librarian-15%**

**Collection development project-20%**

**Review of topic in databases-15%**

**Reference questions-20%**

**Evidence-based medicine final project-20%**

**Trends discussions-10%**

**TOTAL = 100%**

**Interview with health sciences librarian:** At the start of the semester, each student will choose a health sciences librarian to interview. Preferably this will be done in person, but an email or telephone interview is acceptable. Questions will be provided. However, additional questions that the student wants to ask may be encouraged. This assignment will account for 15% of your grade. Students will make a 7-10 minute oral presentation to the class, and will be prepared to answer questions from their colleagues. The student will also prepare a written document that will be posted to the class Canvas site so it can be shared. The written document should be 2-4 pages.

**Collection development project:** Each student will prepare a set of resources, including books and electronic resources, for a health sciences collection. Students will choose their focus, write a brief collection development policy, stay within the assigned budget, and provide a bibliography of recommended materials organized either by call number or subject. This assignment will account for 20% of the grade.

**Review of topics in databases:** Each student will select a topic and search for information on that topic in five major medical databases. A description of the search strategy used, the appropriate thesaurus headings and related terms, examples of the search results, and an analysis of the ease of the interface will be prepared as a written document. Students will compare and contrast databases

for the use of different types of health professionals, medical researchers, and consumers. This will account for 15% of your grade.

**Reference questions:** Each student will find the answers to an assigned group of reference questions and submit this as a written document. This will account for 20% of your grade.

**Evidence-based medicine project:** Each student will select a health question, phrase it in PICO format, and search PubMed and secondary evidence-based medicine sources to find an article that could answer the question. Students will then analyze the article for validity and relevance using evidence-based medicine worksheets provided and locate information from requested information resources. Students will prepare a 15 minute presentation detailing their question, search strategy, results of their analysis, and consumer/patient information sources and be prepared to answer questions from their colleagues. A PowerPoint template will be provided. The presentation or outline will be submitted to the Blackboard site to be shared. This assignment will account for 20% of your grade and will count as the final assignment.

**Trends discussion participation:** Each student will select four of five possible topics provided on topics of interest in health sciences librarianship and contribute to the associated discussion forums. The Leadership Plan is required. This assignment will account for 10% of your grade.

## **HOW TO COMPUTE YOUR GRADE**

All assignments will receive a letter grade ranging from A+ to F. The number of points you can earn on a particular assignment can be calculated by multiplying the number of points for a particular grade (see table below) by the weighting for the assignment.

Letter	Points	Letter	Points
A +	140	C-	60
A	130	D+	50
A -	120	D	40
B+	110	D-	30
B	100	F	20
B-	90		
C+	80		
C	70		

For example, if you receive a "B" on an assignment worth 20% of your grade, you have earned 20 points ( $100 \times .20 = 20$ ). Here's how it works for the course grade: to earn an "A" you must earn at least 120 points; for a "B" you need at least 90 points; for a "C" you need at least 60 points, and for a "D" you must have at least 30 points. You will receive an "F" if you have less than 30 points.

## **ATTENDANCE**

Attendance is highly encouraged because class discussions are an important part of mastering the material. Frequent absences will result in a grade reduction. It is MANDATORY to attend ALL the meetings with final project presentations. This is a courtesy to your colleagues who are making their presentations.

## **CHEATING AND PLAGIARISM**

When you write for this class or when you are making a presentation, remember that any sources you use should be credited and that materials on the web should be cited too. Use AMA style for your citations. If you use someone's words or ideas without attribution - that's plagiarism. Remember cheating and plagiarism are violations of scholarly and professional ethics and University policy; don't do it! **If you cheat or plagiarize, you will fail the course;** and could face further actions. Further information is available in Hill Topics, the UTK student handbook.

**SCHEDULE OF TOPICS, READINGS AND ASSIGNMENTS**

Week	Class dates	Topics	Reading	Assignment Due
<b>Leadership and Management and Professionalism</b>				
1	6/3	<p>Introduction to the course, instructor and requirements.</p> <p>Overview of health sciences libraries</p> <p>Management and administration basics</p> <p>Assignment: Interview with a health sciences librarian</p> <p>Assignment: Contribute to discussion forums</p>	<p>Wood: Chapters 1, 2, 14, 15</p> <p>Bandy &amp; Dudden: Chapters 1, 2,3,10,11,16.</p> <p>MLA site, in particular AHIP, Career Development, Leadership and Management, Hospital Libraries, Consumer resources, and Research</p> <p>SC/MLA and other MLA Chapter sites</p> <p>NLM and NIH sites</p> <p>NNLM and SEA sites</p> <p>THeSLA site</p> <p>Rochester study</p> <p>Marshall articles and Value Study</p> <p>IRB standards</p> <p>Magnet site</p> <p>IOM Patient Safety reports</p>	
2	6/10	<p>Guest speaker: Meredith Goins, Oak Ridge Associated Universities</p> <p>Issues in leadership: budget, workforce, revenue, organizational culture, diversity, marketing, strategic planning</p> <p>Health information professionalism AHIP credentialing</p> <p>Assignment: Contribute to discussion forums</p>	<p>Wood: Chapter 3</p> <p>Huber: Chapter 6</p> <p>Bandy &amp; Dudden: Chapters 4, 5,6,9, 12, 13</p> <p>Accrediting sites, AAHSL, and AHIP and related documents.</p>	

3	6/17	<p>Interview presentations</p> <p>Leadership, personality types, emotional intelligence</p> <p>Assignment: Leadership Plan</p>	<p>Personality type sites</p> <p>Leadership sites</p>	<b>Interview Project Due</b>
<b>Information Management, Information Resources, Instruction, and Research and EBP</b>				
4	6/24	<p>Collection Development</p> <p>Assignment: Collection development project</p>	<p>Wood: Chapters 4, 5, 6</p> <p>Bandy &amp; Dudden: Chapters 7,8,9, 14,15</p> <p>Joseph: Chapters 1-3, 9</p> <p>MLA Collection Development Caucus, CAPHIC documents and links</p> <p>HLWiki and NNLM guide</p> <p>Brandon-Hill and Doody's</p> <p>Review resources-YBP site, Rittenhouse, Matthews, Amazon, LJ, medical journals, PubMed, etc.</p> <p>Read article related to move toward all electronic resources in medical libraries, pros and cons.</p> <p>Read articles by Papadakos, Leonard, Lewis, etc. on Canvas</p>	<b>Leadership Development Plan due</b>
5	7/1	<p>Guest speaker: Michael Lindsay, UT Preston E-resources librarian</p> <p>More on Full-Text Databases</p> <p>Mobile devices</p> <p>Off-campus Services</p> <p>Consumer Sites</p> <p>Patient portals</p> <p>IT and Informatics</p> <p>CME and Related Issues</p> <p>Research data management</p> <p>Knowledge management</p>	<p>Wood: Chapters 7,8,9</p> <p>Huber: Chapters 8,9</p> <p>PubMed tutorial.</p> <p>Articles on information seeking skills of physicians, nurses, and pharmacists.</p> <p>Pew report on consumer use of the Internet for health issues.</p>	<b>Discussion Due</b>

<b>6</b>	<b>7/8</b>	<p>Guest speaker: Cynthia Beeler, MLIS, AHIP, Mayo Clinic</p> <p>Reference and Information Services Ready Reference Health Sciences Databases Clinical/embedded librarians Instruction Active learning Consumer health services</p> <p>Assignment: Contribute to discussion forums</p> <p>Assignment: Review of Topics in Databases</p>	<p>Wood : Chapter 10, 11, 12</p> <p>Joseph: Chapters 5-6</p>	<b>Collection Development Project Due</b>
<b>7</b>	<b>7/15</b>	<p>Guest speaker:</p> <p>Nursing and allied health Systematic reviews Humanities and medicine Research in the Health Sciences Open access Digital collections E-Science Big data Tech trends</p> <p>Assignment: Reference Questions</p>	<p>Huber: Chapters 7, 15</p> <p>Wood: Chapter 16</p> <p>Article comparing use of full-text databases on patient care.</p> <p>Articles on informatics in health sciences librarianship</p>	<b>Review of Topics in Databases Due</b>
<b>8</b>	<b>7/22</b>	<p>Evidence-Based Medicine</p> <p>Assignment: EBM presentation</p>	<p>Huber : Chapter 4 JAMA Users Guides to the Medical Literature, articles on therapy and diagnosis. UNC/Duke tutorial</p>	<b>Discussion Due</b>
<b>9</b>	<b>7/29</b>	<p>Guest speaker: Kelsey Grabeel, UT Preston HIC librarian</p> <p>Health Literacy Print resources for consumer education Patient clinician communication Electronic resources for consumers Combatting fake health news Consumer health information services and collection development Ethics of providing consumer health</p> <p>Public health International health</p>	<p>Wood: Chapter 13</p> <p>Joseph: Chapters 4, 7, 8, 10, 11</p>	<b>Reference Questions Due</b>
<b>10</b>	<b>8/5</b>	<p>EBM presentations</p>		<b>EBM presentation due to be submitted to</b>

				<b>instructor by Aug. 4. Discussion Due</b>
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