

**Faculty of Information and Media Studies**  
**GRADLIS 9320 Summer 2022**  
**Consumer Health Information**

**Course Information**

**Meeting time and location:** This is a self-directed, asynchronous online course. There is no regular meeting time and location.

**Instructor:** Denise Smith

**Office hours:** By appointment (over Zoom)

**Email:** [dsmit94@uwo.ca](mailto:dsmit94@uwo.ca)

**Program Goals and Objectives**

LIS 9320 aligns with the following MLIS Program Goals & Objectives:

1. To educate MLIS graduates capable of taking scholarly and critical approaches to understanding issues in Library and Information Science and related fields
2. To educate professionals who are prepared to lead in the discipline and profession and who are committed to lifelong learning
3. To prepare graduates to select, evaluate, and use current and emerging information and communication technologies in constantly changing information workplaces
4. To prepare graduates to navigate, evaluate, and use information in a range of different information environments.
5. To educate librarians and information professionals who are capable of critically applying and evaluating LIS competencies consistent with values, standards, ethics, and practices of progressive information services for the public good.

**Course Description**

This course introduces students to health and medical information and research. Students will learn about the hierarchy of health information and how biomedical information is produced, disseminated and organized. Students will place this knowledge in the context of the general health consumer and be able to identify and apply the unique searching skills required for information searching and retrieval in biomedical and clinical databases using specialized controlled vocabularies. Building off this knowledge, students will be able to clearly identify key differences between clinical or academic medical information and consumer health information. Students will learn how to identify appropriate sources for patrons and how to assist patrons in navigating the online environment to retrieve high-quality, reliable, and accessible health information. Students will be introduced to higher-level thinking about consumer health information such as conversations in information equity, the role of news media in the dissemination and consumption of health information and misinformation and how factors such as socioeconomic inequities can influence who is most likely to be affected by misinformation.

Assignments in this course are designed to simulate real-life consumer health information scenarios, including expert searching in PubMed, tracing a news media article about new findings back to the original peer-reviewed article, and assessing and evaluating Wikipedia's medical and health content on a

case-by-case basis. The course culminates with a simulated patron exercise that provides students with an opportunity to practice and demonstrate the skills and knowledge they have learned throughout the course.

### Course Reading

A course text is not required. However, the following titles will be on reserve in the GRC for the semester and select chapters will be identified as required readings:

Johnson, J.D. & Case, D.O. (2012) *Health information seeking*. New York: Peter Lang.

Lewis, D., Eysenbach, G., Kukafka, R., Stavri, Z. P., & Jimison, H. B. (2005). *Consumer Health Informatics: Informing Consumers and Improving Health Care*. Springer New York. Online access: <https://books-scholarsportal-info.proxy1.lib.uwo.ca/uri/ebooks/ebooks2/springer/2011-04-28/2/0387276521>

Spatz, M. & Medical Library Association (Eds.). (2014). *The Medical Library Association guide to providing consumer and patient health information*. Lanham: Rowman & Littlefield.

Stegenga, J. (2018). *Medical Nihilism*. Oxford: Oxford University Press.

Wetter, T. (2016). *Consumer Health Informatics: New Services, Roles, and Responsibilities*. Springer.

Wilson, P. (1983). *Second-hand knowledge: An inquiry into cognitive authority*. London: Greenwood Press.

Wood, M.S. (Ed.) (2014). *Health sciences librarianship*. Lanham: Rowman & Littlefield

### Methods of Evaluation

ASSIGNMENT	DUE DATE(S)	WEIGHT
Reflections (10 @ 2% each) 500-750 words	Reflection #1: Friday, May 13 Reflection #2: Friday, May 20 Reflection #3: Friday, May 27 Reflection #4: Friday, June 3 Reflection #5: Friday, June 10 Reflection #6: Friday, June 17 Reflection #7: Friday, July 8 Reflection #8: Friday, July 15 Reflection #9: Friday, July 29 Reflection #10: Friday, August 12	20%
PubMed Search	Friday, May 27	15%
Trace Study from News Article	Friday, June 24	15%

Wikipedia Article Appraisal	Friday, July 15	15%
Patient Scenario	Friday, August 12	35%

## Course Timeline and Format

This is a self-directed, asynchronous course that will be delivered online through OWL using pre-recorded lectures, interactive assignments and required readings.

Class	Week	Activities
1	May 9-13	<p><b>Course introduction</b></p> <ul style="list-style-type: none"> <li>• Instructor introduction</li> <li>• Overview of course assignments; course website</li> <li>• Defining consumer, consumer health information</li> <li>• Library and information services in health settings</li> </ul> <p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. Chapter 2. Lewis, D., Eysenbach, G., Kukafka, R., Stavri, Z. P., &amp; Jimison, H. B. (2005)</li> <li>2. Chapter 6. Wetter (2016)</li> <li>3. Chapter 1. Johnson &amp; Case (2012)</li> </ol>
2	May 16-20	<p><b>Introduction to Evidence-based practice in health care</b></p> <ul style="list-style-type: none"> <li>• Healthcare provider's information needs</li> <li>• What is health evidence</li> <li>• Hierarchy of evidence</li> <li>• Evidence-based care</li> <li>• Approaches to finding and using evidence</li> </ul> <p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. Guyatt G, Cairns J, Churchill D, et al. Evidence-Based Medicine: A New Approach to Teaching the Practice of Medicine. JAMA. 1992;268(17):2420–2425. doi:10.1001/jama.1992.03490170092032</li> <li>2. <a href="#">Progress in evidence-based medicine: a quarter century on</a> (Djulbegovic &amp; Guyatt, 2017)</li> <li>3. Chapter 5. Stegenga (2018)</li> </ol>
3	May 23-27	<p><b>Searching for evidence: using PubMed</b></p> <ul style="list-style-type: none"> <li>• Why PubMed?</li> <li>• Medical terminology</li> <li>• Searching PubMed</li> <li>• Other health information databases (Medline, CINAHL, Embase)</li> </ul> <p><b>Reading:</b></p>

		<p>1. Kang P, Kalloniatis M, Doig GS. <a href="#">Using Updated PubMed: New Features and Functions to Enhance Literature Searches</a>. JAMA. 2021;326(6):479–480. doi:10.1001/jama.2021.12021</p> <p><b>Assignment due:</b> PubMed Search</p>
4	May 30-Jun 3	<p><b>Health information and the consumer experience</b></p> <ul style="list-style-type: none"> <li>• When consumers search PubMed</li> <li>• Inequities of information access</li> <li>• Social determinants of health and consumer health information</li> </ul> <p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">The public and the Internet: multifaceted drives for seeking health information</a> (Boot &amp; Meijman, 2010)</li> <li>2. <a href="#">Social determinants of health</a> (Government of Canada, 2020)</li> </ol>
5	June 6-10	<p><b>Health information &amp; the consumer experience</b></p> <ul style="list-style-type: none"> <li>• Searching and finding</li> </ul> <p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. Chapter 4. Lewis, D., Eysenbach, G., Kukafka, R., Stavri, Z. P., &amp; Jimison, H. B. (2005)</li> <li>2. Chapter 3. Wetter (2016)</li> </ol>
6	June 13-17	<p><b>Health information &amp; the consumer experience</b></p> <ul style="list-style-type: none"> <li>• Experiential knowledge</li> <li>• Authorities</li> </ul> <p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. “First hand and second hand knowledge” in <i>Second-hand knowledge</i> (Wilson, 1983)</li> <li>2. “Cognitive authority” in <i>Second-hand knowledge</i> (Wilson, 1983)</li> <li>3. <a href="#">Judgment of Information Quality and Cognitive Authority in the Web</a> (Rieh, 2002)</li> </ol>
7	June 20-24	<p><b>Health information and the media</b></p> <ul style="list-style-type: none"> <li>• Health information in the news</li> <li>• The role of social media in health communication</li> <li>• Finding an original study from a news/media article</li> <li>• Open access literature, the news, and the consumer</li> </ul> <p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Questioning reliability assessments of health information on social media</a> (Dalmer, 2017)</li> </ol>

		Assignment Due: Trace Study from News Article
-	June 27-Jul 1	MIDTERM BREAK
	July 4-8	<p><b>Consumer health information in libraries</b></p> <p><b>Reading:</b></p> <p><a href="#">New activities and changing roles of health sciences librarians: a systematic review</a> (Cooper &amp; Crum, 2013)</p> <p><a href="#">The impact of clinical librarian services on patients and health care organizations</a> (Brettle, Maden &amp; Payne, 2016)</p> <p><a href="#">The value of library and information services in patient care: a multisite study</a> (Marshall &amp; Sollenberger, 2013)</p>
8	July 11-15	<p><b>Consumer health information sources for librarians</b></p> <ul style="list-style-type: none"> <li>● Diagnoses</li> <li>● Symptom checking</li> <li>● Medicines</li> <li>● Treatment Modalities</li> <li>● Using Clinical Tools and web sites</li> </ul> <p><b>Reading:</b></p> <p>No assigned reading this week.</p>
9	July 18-22	<p><b>Wikipedia and WikiProject Medicine</b></p> <ul style="list-style-type: none"> <li>● The question of reliability</li> <li>● The role of Wikipedia in public health communication</li> <li>● Understanding Wikipedia's editorial processes</li> <li>● WikiProject Medicine</li> </ul> <p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Seeking Health Information Online: Does Wikipedia Matter?</a> (Laurent &amp; Vickers, 2009)</li> <li>2. <a href="#">Wikipedia: A Key Tool for Global Public Health Promotion</a> (Heilman et al, 2011)</li> <li>3. <a href="#">Wikipedia: an unexplored resource for understanding consumer health information behaviour in library and information science scholarship</a> (Smith, 2021)</li> </ol> <p><b>Assignment Due:</b> Wikipedia Article Appraisal</p>
10	July 25-29	<p><b>Understanding health information behaviour</b></p> <ul style="list-style-type: none"> <li>● Consumer health information seeking behaviour</li> <li>● Consumer health information sources</li> <li>● Models of health information seeking</li> </ul>

		<b>Reading:</b> Chapter 5. Johnson & Case (2012)
11	August 1-5	<p><b>Health information literacy</b></p> <ul style="list-style-type: none"> <li>• Models of health information seeking, cont'd</li> <li>• Socio-economic status, health information literacy and the digital divide</li> <li>• What does it mean to be health literate</li> </ul> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Understanding health literacy for strategic health marketing: eHealth literacy, health disparities, and the digital divide</a> (Bodie &amp; Dutta, 2008)</li> <li>2. <a href="#">Health literacy: What is it?</a> (Berkman, Davis, &amp; McCormack, 2010).</li> </ol>
12	August 8-12	<p><b>The Evolving Role of the Health Consumer</b></p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">“The Evolving Role of Consumers”</a> in <i>Clinical Research Informatics</i> (Johnson &amp; Andrews, 2019)</li> </ol> <p><b>Assignment due:</b> Patient Scenario</p>

### Enrolment Restrictions

Enrollment in this course is restricted to graduate students in the FIMS programs, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student’s home program.

### Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

### Health and Wellness Services

Students who are in emotional/mental distress should refer to MentalHealth@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### Accessible Education Western (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.