

**Faculty of Information and Media Studies**  
**GRADLIS 9320 Summer 2023**  
**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 organised. 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 specialised 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 practise and demonstrate the skills and knowledge they have learned throughout the course.

### Course Materials

There is no course text for this class. All readings are available online through the Course Readings link in our class OWL site.

### Methods of Evaluation

ASSIGNMENT	DUE	WEIGHT
Reflections* (5 @ 4% each) 500-750 words  *Select <b>any 5</b> from the due dates & prompts provided	Reflection #1: Friday, May 12 Reflection #2: Friday, May 19 Reflection #3: Friday, May 26 Reflection #4: Friday, June 2 Reflection #5: Friday, June 9 Reflection #6: Friday, June 16 Reflection #7: Friday, June 23 Reflection #8: Friday, July 14 Reflection #9: Friday, July 28 Reflection #10: Friday, August 4	20%
PubMed Search	Friday, June 2	15%
Trace Study from News Article	Friday, July 7	15%
Wikipedia Article Appraisal	Friday, July 28	15%
Patient Scenario Capstone Project	Friday, August 11	35%

### Conditions required to pass the course

Students must submit all required assignments to pass this course. Failure to submit an assignment by the final day of class will result in a grade of zero (0) for each assignment not submitted and the student will not be eligible to pass the course.

### 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.

Clas s	Week	Activities
1	May 8-12	<b>Course overview and history of consumer health librarianship</b> <ul style="list-style-type: none"> <li>● Course overview and instructor introduction</li> <li>● A brief history of consumer health</li> <li>● Defining consumer, the “empowered patient”, and consumer health information</li> </ul>

		<p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. Spatz, M. (2014). "History of Consumer and Patient Health Librarianship". In Spatz, M. (Ed.), <i>The Medical Library Association guide to providing consumer and patient health information</i>. Lanham: Rowman &amp; Littlefield.</li> <li>2. Brennan, P.F. &amp; Safran, C. (2005). "Empowered Consumers". In Lewis, D., Eysenbach, G., Kukafka, R., Stavri, Z. P., &amp; Jimison, H. B., (Eds.), <i>Consumer Health Informatics: Informing Consumers and Improving Care</i>. New York: Springer. pp. 8-20</li> <li>3. Hartzler, A. &amp; Huh, J. (2015). "Level 3: Patient Power on the Web: The Multifaceted Role of Personal Health Wisdom". In Wetter, T. (Ed.), <i>Consumer Health Informatics: New Services, Roles and Responsibilities</i>. New York: Springer. Pp. 135-144</li> </ol>
2	May 15-19	<p><b>Introduction to Evidence-based practice in health care</b></p> <ul style="list-style-type: none"> <li>● What is health evidence</li> <li>● Hierarchy of evidence</li> <li>● Evidence-based care</li> <li>● Approaches to finding and using evidence</li> <li>● Philosophical counter arguments for evidence-based practice</li> </ul> <p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. Guyatt G, Cairns J, Churchill D, et al. (1992). Evidence-Based Medicine: A New Approach to Teaching the Practice of Medicine. <i>Journal of the American Medical Association</i>, 268(17), 2420–2425. doi:10.1001/jama.1992.03490170092032</li> <li>2. Djulbegovic, B. &amp; Guyatt, G. (2017). Progress in evidence-based medicine: a quarter century on. <i>Lancet</i>, 390. <a href="http://dx.doi.org/10.1016/S0140-6736(16)31592-6">http://dx.doi.org/10.1016/S0140-6736(16)31592-6</a></li> <li>3. Stegenga, J. (2018). "Down with the Hierarchies". In <i>Medical Nihilism</i>. Oxford: Oxford University Press. Pp. 71-83</li> </ol>
3	May 22-26	<p><b>Searching for evidence: using PubMed</b></p> <ul style="list-style-type: none"> <li>● Why PubMed?</li> <li>● Medical terminology and PICO/PS</li> <li>● Searching PubMed</li> <li>● Other health information databases (Medline, CINAHL, Embase)</li> <li>● Academic research services in health sciences libraries</li> </ul> <p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. Kang P, Kalloniatis M, Doig GS. (2021). Using Updated PubMed: New Features and Functions to Enhance Literature Searches. <i>Journal of the American Medical Association</i>, 326(6):479–480. doi:10.1001/jama.2021.12021</li> </ol>

		<p>2. Vucovich, L.A. (2014). “Research Services and Database Searching in Health Sciences Libraries”. In Wood, S. (Ed.), <i>Health Sciences Librarianship</i>. Lanham: Rowman &amp; Littlefield.</p>
4	May 29- June 2	<p><b>Health information and the consumer experience: Week 1</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. Government of Canada. (2020). Social determinants of health.</li> <li>2. Johnson, J.D. &amp; Case, D.O. (2012). “Introduction to Health Information Seeking”. In <i>Health Information Seeking</i>. New York: Peter Lang.</li> <li>3. Boot, L. &amp; Meijman, F.J. (2010). The public and the Internet: multifaceted drives for seeking health information. <i>Health Informatics Journal</i>, 16(2).</li> </ol> <p><b>Assignment due:</b> PubMed Search</p>
5	June 5-9	<p><b>Health information and the consumer experience: Week 2</b></p> <ul style="list-style-type: none"> <li>● Searching and finding behaviours</li> <li>● Models of health information-seeking behaviour</li> <li>● Outcomes of health information seeking</li> </ul> <p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. Johnson, J.D. &amp; Case, D.O. (2012). “Models of Information Seeking”. In <i>Health Information Seeking</i>. New York: Peter Lang.</li> <li>2. Wetter, T. (2015). “Level 0: Searching-Finding-Trusting-Acting-Risking One’s Life?”. <i>Consumer Health Informatics: New Services, Roles and Responsibilities</i>. New York: Springer. Pp. 61-80.</li> <li>3. Brown, &amp; Veinot, T. C. (2021). Discrimination in Healthcare and LGBTQ+ Information and Care-seeking Behaviors. <i>Proceedings of the Association for Information Science and Technology</i>, 58(1), 405–409. <a href="https://doi.org/10.1002/pr2.468">https://doi.org/10.1002/pr2.468</a></li> <li>4. Pluye, P., El Sherif, R., Granikov, V., Hong, Q. N., Vedel, I., Galvao, M. C. B., Frati, F. E. Y., Desroches, S., Repchinsky, C., Rihoux, B., Légaré, F., Burnand, B., Bujold, M., &amp; Grad, R. (2019). Health outcomes of online consumer health information: A systematic mixed studies review with framework synthesis. <i>Journal of the American Society for Information Science and Technology</i>, 70(7), 643–659. <a href="https://doi.org/10.1002/asi.24178">https://doi.org/10.1002/asi.24178</a></li> </ol>
6	June 12-16	<p><b>Health information &amp; the consumer experience: Week 3</b></p> <ul style="list-style-type: none"> <li>● The value of experiential knowledge</li> <li>● Cognitive authority: a conceptual introduction</li> <li>● Contextuality of credibility</li> </ul>

		<p><b>Reading*:</b></p> <ol style="list-style-type: none"> <li>1. Wilson, P. (1983). “First hand and second hand knowledge” in <i>Second-hand knowledge</i>. Westport: Greenwood Press.</li> <li>2. Wilson, P. (1983). “Cognitive Authority” in <i>Second-hand knowledge</i>. Westport: Greenwood Press.</li> <li>3. Rieh, S.Y. (2002). Judgment of Information Quality and Cognitive Authority in the Web. <i>Journal for the American Society for Information Science and Technology</i>, 53(2).</li> <li>4. Savolainen, R. (2007). Media credibility and cognitive authority. The case of seeking orienting information. <i>Information Research</i>, 12(3). <a href="http://informationr.net/ir/12-3/paper319.html">http://informationr.net/ir/12-3/paper319.html</a></li> <li>5. Neal, D. M., &amp; McKenzie, P. J. (2011). Putting the pieces together: endometriosis blogs, cognitive authority, and collaborative information behavior. <i>Journal of the Medical Library Association</i>, 99(2), 127.</li> </ol> <p>*You may read <b>one</b> of either #3 or #4 or #5</p>
7	June 19-23	<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. Kraft, M.A. (2014). “Social Media For Health Consumers and Patients”. In Spatz, M. (Ed.), <i>The medical library association guide to providing consumer and patient health information</i>. Rowman &amp; Littlefield.</li> <li>2. Dalmer N. K. (2017). Questioning reliability assessments of health information on social media. <i>Journal of the Medical Library Association : JMLA</i>, 105(1), 61–68. <a href="https://doi.org/10.5195/jmla.2017.108">https://doi.org/10.5195/jmla.2017.108</a></li> <li>3. Heinrich, S. (2020). Medical science faces the post-truth era: a plea for the grassroots values of science. <i>Current Opinion in Anaesthesiology</i>, 33 (2), 198-202. doi: 10.1097/ACO.0000000000000833.</li> <li>4. Chandler, R., Guillaume, D., Parker, A. G., Mack, A., Hamilton, J., Dorsey, J., &amp; Hernandez, N. D. (2021). The impact of COVID-19 among Black women: evaluating perspectives and sources of information. <i>Ethnicity &amp; Health</i>, 26(1), 80–93. <a href="https://doi.org/10.1080/13557858.2020.1841120">https://doi.org/10.1080/13557858.2020.1841120</a></li> </ol>
-	June 26-30	MIDTERM BREAK
8	July 3-7	<p><b>Consumer health information sources</b></p> <ul style="list-style-type: none"> <li>● Consumer health information sources for librarians and libraries</li> <li>● Consumer health information online</li> </ul>

		<ul style="list-style-type: none"> <li>● Cultural sensitivity in consumer health information</li> <li>● Considerations for libraries (exemplar: Alberta public libraries)</li> </ul> <p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. Rios, G. &amp; O’Hagan, E. (2014). “Consumer- and Patient Friendly Technology: Today and Tomorrow”. In Spatz, M. (Ed.), <i>The medical library association guide to providing consumer and patient health information</i>. Rowman &amp; Littlefield.</li> <li>2. McCloskey, D.J. (2014). “Cultural Sensitivity and Health Information Resources and Services”. In Spatz, M. (Ed.), <i>The medical library association guide to providing consumer and patient health information</i>. Rowman &amp; Littlefield.</li> <li>3. Adams, A.L. (2020). Consumer health information. <i>Public Services Quarterly</i>, 16(4), 234–241. <a href="https://doi.org/10.1080/15228959.2020.1818665">https://doi.org/10.1080/15228959.2020.1818665</a></li> <li>4. Danhouno, G., Whistance-Smith, D., Lemoine, D., &amp; Konkin, J. (2019). Provision of consumer health information in Alberta’s Rural Public Libraries. <i>Health Information &amp; Libraries Journal</i>, 36(1), 41–59. <a href="https://doi.org/10.1111/hir.12248">https://doi.org/10.1111/hir.12248</a></li> </ol> <p><b>Activity:</b></p> <p>Please complete the <a href="#">interactive slideshow</a></p> <p><b>Assignment Due:</b> Trace Study from News Article</p>
9	July 10-14	<p><b>Consumer health information in libraries</b></p> <ul style="list-style-type: none"> <li>● The reference interview</li> <li>● Reference services and beyond</li> <li>● The value of health sciences libraries in consumer health and patient services</li> <li>● More consumer health information sources</li> </ul> <p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. Smith, K.H. (2014). “Consumer Health Information Services”. In Wood, S. (Ed.), <i>Health Sciences Librarianship</i>. Rowman &amp; Littlefield.</li> <li>2. Dickenson, N., Huddelston, C., Johnson, J., Kumagai, G., López, E. (2014). “Health Reference Service”. In Spatz, M. (Ed.), <i>The medical library association guide to providing consumer and patient health information</i>. Rowman &amp; Littlefield.</li> <li>3. Brettle, A., Maden, M., &amp; Payne, C. (2016). The impact of clinical librarian services on patients and health care organisations. <i>Health Information and Libraries Journal</i>, 33(2), 100–120. <a href="https://doi.org/10.1111/hir.12136">https://doi.org/10.1111/hir.12136</a></li> <li>4. Gard Marshall, J., Sollenberger, J., Easterby-Gannett, S., Kasner-Morgan, L., Lou Kelm, M., Cavanaugh, S. K., Burr Oliver, K., Thompson, C. A.,</li> </ol>

		<p>Romanosky, N., &amp; Hunter, S. (2013). The value of library and information services in patient care: results of a multisite study. <i>Journal of the Medical Library Association</i>, 101(1), 38–46.  <a href="https://doi.org/10.3163/1536-5050.101.1.007">https://doi.org/10.3163/1536-5050.101.1.007</a></p> <p>5. Grabeel, &amp; Moore, J. C. (2021). Confronting the opioid crisis with consumer health information: a look at East Tennessee. <i>Journal of the Medical Library Association</i>, 109(1), 120–125.  <a href="https://doi.org/10.5195/jmla.2021.1015">https://doi.org/10.5195/jmla.2021.1015</a></p>
10	July 17-21	<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. Laurent, M.R., &amp; Vickers, T. J. (2009). Seeking Health Information Online: Does Wikipedia Matter? <i>Journal of the American Medical Informatics Association : JAMIA</i>, 16(4), 471–479. <a href="https://doi.org/10.1197/jamia.M3059">https://doi.org/10.1197/jamia.M3059</a></li> <li>2. Heilman, J., Kemmann, E., Bonert, M., Chatterjee, A., Ragar, B., Beards, G. M., Iberri, D. J., Harvey, M., Thomas, B., Stomp, W., Martone, M. F., Lodge, D. J., Vondracek, A., de Wolff, J. F., Liber, C., Grover, S. C., Vickers, T. J., Meskó, B., &amp; Laurent, M. R. (2011). Wikipedia: a key tool for global public health promotion. <i>Journal of Medical Internet Research</i>, 13(1), e14–e14. <a href="https://doi.org/10.2196/jmir.1589">https://doi.org/10.2196/jmir.1589</a></li> <li>3. Weiner, S.S., Horbaciewicz, J., Rasberry, L., &amp; Bensinger-Brody, Y. (2019). Improving the Quality of Consumer Health Information on Wikipedia: Case Series. <i>Journal of Medical Internet Research</i>, 21(3), e12450–e12450. <a href="https://doi.org/10.2196/12450">https://doi.org/10.2196/12450</a></li> <li>4. Smith, D.A. (2020) Situating Wikipedia as a health information resource in various contexts: A scoping review. <i>PLOS ONE</i> 15(2): e0228786. <a href="https://doi.org/10.1371/journal.pone.0228786">https://doi.org/10.1371/journal.pone.0228786</a></li> </ol>
11	July 24-28	<p><b>Health literacy and health information literacy</b></p> <ul style="list-style-type: none"> <li>● Socio-economic status, health information literacy and the digital divide</li> <li>● Health Information Literacy</li> <li>● What does it mean to be health literate</li> <li>● Health outcomes of online consumer health information</li> </ul> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Bodie, &amp; Dutta, M. J. (2008). Understanding Health Literacy for Strategic Health Marketing: eHealth Literacy, Health Disparities, and the Digital Divide. <i>Health Marketing Quarterly</i>, 25(1-2), 175–203. <a href="https://doi.org/10.1080/0735968080212630">https://doi.org/10.1080/0735968080212630</a></li> </ol>

		<p>2. Berkman, Davis, T. C., &amp; McCormack, L. (2010). Health Literacy: What Is It? <i>Journal of Health Communication</i>, 15(sup2), 9–19. <a href="https://doi.org/10.1080/10810730.2010.499985">https://doi.org/10.1080/10810730.2010.499985</a></p> <p>3. Nutbeam, D. &amp; Lloyd, J. E. (2021). Understanding and Responding to Health Literacy as a Social Determinant of Health. <i>Annual Review of Public Health</i>, 42(1), 159–173. <a href="https://doi.org/10.1146/annurev-publhealth-090419-102529">https://doi.org/10.1146/annurev-publhealth-090419-102529</a></p> <p>4. Abel, T. &amp; McQueen, D. (2020). Critical health literacy in pandemics: the special case of COVID-19. <i>Health Promotion International</i>, 36(5), 1473–1481. <a href="https://doi.org/10.1093/heapro/daaa141">https://doi.org/10.1093/heapro/daaa141</a></p> <p><b>** NO LECTURE THIS WEEK**</b></p> <p><b>Assignment Due:</b> Wikipedia Article Appraisal</p>
12	July 31-Aug 4	<p><b>The Evolution of the Health Consumer</b></p> <ul style="list-style-type: none"> <li>● Health consumers then and now</li> <li>● Changing roles of health sciences libraries</li> <li>● The evolving health consumer</li> </ul> <p><b>Readings:</b></p> <p>1. Hardey, M., (1999). <a href="https://doi.org/10.1111/1467-9566.00185">Doctor in the house: the Internet as a source of lay health knowledge and the challenge to expertise</a>. <i>Sociology of Health &amp; Illness</i>, 21(6), 820–835. <a href="https://doi.org/10.1111/1467-9566.00185">https://doi.org/10.1111/1467-9566.00185</a></p> <p>2. Cooper, I. D., &amp; Crum, J. A. (2013). New activities and changing roles of health sciences librarians: a systematic review, 1990–2012. <i>Journal of the Medical Library Association</i>, 101(4), 268–277. <a href="https://doi.org/10.3163/1536-5050.101.4.008">https://doi.org/10.3163/1536-5050.101.4.008</a></p> <p>3. Ramsey, Corsini, N., Peters, M. D. ., &amp; Eckert, M. (2017). A rapid review of consumer health information needs and preferences. <i>Patient Education and Counseling</i>, 100(9), 1634–1642. <a href="https://doi.org/10.1016/j.pec.2017.04.005">https://doi.org/10.1016/j.pec.2017.04.005</a></p> <p>4. Johnson, &amp; Andrews, J. E. (2012). The Evolving Role of Consumers. In <i>Clinical Research Informatics</i> (pp. 95–112). Springer London. <a href="https://doi.org/10.1007/978-1-84882-448-5_6">https://doi.org/10.1007/978-1-84882-448-5_6</a></p>
13	August 7-11	<p><b>NO CLASS</b></p> <p>Use this week to catch up on reading, any un submitted assignments, and complete your patient scenario capstone project.</p> <p><b>Assignment due:</b> Patient Scenario Capstone Project</p>



## **Enrolment Restrictions**

Enrollment in this course is restricted to graduate students in FIMS programs, as well as any student that has obtained special permission to enrol 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)

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under licence to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

## **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.