NORTH CAROLINA CENTRAL UNIVERSITY
SCHOOL OF LIBRARY AND INFORMATION SCIENCES

LSIS 5245-01 Health Sciences Reference

Fall 2012

CLASS DATES:
Dates: 8/25, 9/8, 9/22, 10/6, 10/20, 11/3, 11/17
Time: 9:00 AM
Room: 325 Shepard Library

INSTRUCTOR: Gabriel Peterson, PhD
Office: 323 Shepard Library Building
Office hours: Monday and Wednesday 4:00-6:00 pm or by appointment
Phone: 530-6746
E-mail: gpeterson@nccu.edu

Class Website: Blackboard: https://nccu.blackboard.com/

COURSE DESCRIPTION

This course introduces students to the selection and use of the print and electronic resources of
the various disciplines and professions of the health sciences. The course is designed to provide
students the knowledge necessary to use various information resources and the reference
interview to meet the information needs of health information seekers. The course considers user
types and information needs, information sources in the health sciences, health sciences
vocabulary, use of health sciences databases, support or evidence based practice to provide an
overview of the health science environment and professional practice issues.

STUDENTS LEARNING OUTCOMES

At the completion of the course, students will be able to:

1. Utilize traditional and modern health science information sources, including databases and
print resources through a series of health reference exercises.
2. Apply and document formal search strategies using health science information sources by
executing searches for consumer health information.
3. Demonstrate proficiency in the use of medical thesauri, subject headings and other related
guides.
4. Manage the knowledge of a typical consumer health environment through training in
reference services and learn to integrate user needs, resources and context in the search
process by learning and practicing health reference interviews in online settings.

Textbooks:
Required:
● ALA Guide to Medical & Health Sciences Reference
  By The American Library Association
  ISBN: 978-0-8389—1023-8
● Introduction to Reference Sources in the Health Sciences [Paperback]
By: Jo Anne Boorkman (Editor), Jeffrey T. Huber (Editor), Fred W. Roper (Editor)
ISBN: 1555706363
http://www.amazon.com/Introduction-Reference-Sources-Health-Sciences/dp/1555704816

OTHER READINGS AS ASSIGNED (Documents will be available on Blackboard)

REQUIRED TECHNOLOGY
You must have the following installed and operational by the first class session.

● Hardware: A computer with a microphone and Internet access
● Software: Java - To install the latest edition of Java, follow this link: http://java.com/en/
● Course materials and communication are hosted and distributed online using the campus Blackboard system (https://nccu.blackboard.com/). Please login and (if you are unfamiliar with Blackboard), work through the orientation/tutorial.

Student support services for students with disabilities:
Students with disabilities (physical, psychological, learning disability, etc.) who would like to request accommodations need to register with the Office of Student Support Services in Suite G20 in the Student Services Building or by contacting Kesha Lee, Director at (919)530-6325 or klee@nccu.edu. If you are already registered in the office, you will need to return to the office each semester to review your information and receive updated accommodations.

POLICIES
● Course requirements:
The student will:
Complete all assigned readings prior to class.
Attend and participate in all classes
Read, interpret & discuss readings relating to each week’s topic.
Complete all assignments and exams. No late assignments will be accepted without the instructor’s prior permission.

Attendance:
● This class is held on a bi-weekly basis. Attendance will be taken in each class session and constitutes a part of your participation score. University attendance policies apply. Due to the abbreviated timeline of this course, you MUST be available for every class at the appointed time.

Communication:
● Course materials and announcements will be distributed on Blackboard. In order to communicate with the instructor properly, a student should use email registered on Blackboard. If you have any problems with this, please contact me during the first week of the semester. I will be communicating with you via Blackboard as well as email.
Submissions:

- Exams and assignments will be hosted and distributed on Blackboard. ([https://nccu.blackboard.com/](https://nccu.blackboard.com/)). All student work must be submitted by the due date specified in the syllabus to the Assignments section of the Blackboard course shell. **No submissions will be accepted via email.**

- **Due dates:**
  All assignments must be received by the indicated due dates. Late assignments will NOT be accepted unless prior arrangements were made based on a proper reason.

- **Incomplete grade policy:** An incomplete may be given at the instructor's discretion only when small portion of the course requirements are not completed due to some problems which are beyond your control but could be fully justified by documents (e.g., serious illness, family emergency) and when the student has notified the instructor before the deadline for filing final grades.

- **A grade of “I” requires a plan of action with a timeline & remaining assignments required to complete the student grade in a timely manner (within one year), otherwise the grade of “I” will convert to a permanent grade of “F”.**

**Plagiarism & Academic dishonesty:**

- NCCU and the School of Library and Information Sciences do not tolerate any form of cheating or plagiarism.
- As a graduate student, you should know what cheating and plagiarism are, but if you are not sure about what constitutes cheating or plagiarism, see the following resources:
  - Georgetown University ([http://gervaseprograms.georgetown.edu/hc/plagiarism.html](http://gervaseprograms.georgetown.edu/hc/plagiarism.html))
  - Purdue University ([http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html](http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html))
- At the least, plagiarism will earn you an F or a zero on the assignment. It may earn you an F in the course or even lead to your dismissal from the University.

**PERFORMANCE EVALUATION**

Student’s performance will be evaluated based on the following course requirements. Academic dishonesty in any form will result in a grade of “F” for the assignment or exam in which it was demonstrated.

<table>
<thead>
<tr>
<th>Assignments/tests</th>
<th>Due</th>
<th>%</th>
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<tbody>
<tr>
<td>1) Assignments #1</td>
<td>9/6</td>
<td>10%</td>
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<tr>
<td>2) Assignment #2</td>
<td>9/20</td>
<td>10%</td>
</tr>
<tr>
<td>3) Midterm Exam</td>
<td>10/6</td>
<td>15%</td>
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<tr>
<td>4) Assignment #3</td>
<td>10/18</td>
<td>10%</td>
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<tr>
<td>5) Assignment #4</td>
<td>11/1</td>
<td>10%</td>
</tr>
<tr>
<td>6) Student Presentation</td>
<td>By topic date</td>
<td>20%</td>
</tr>
<tr>
<td>7) Final Exam</td>
<td>11/24</td>
<td>15%</td>
</tr>
</tbody>
</table>
8) Class Participation  

|  |
|---|---|---|
| **Ongoing** | **10%** |

**GRADING SCALE**

Point totals converted to letter grades:

<table>
<thead>
<tr>
<th>A</th>
<th>90-100</th>
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<tbody>
<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>F</td>
<td>Below 70</td>
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1. **Assignments (10% x 4 = 40%)**
Reference assignments will be posted on Blackboard. Each assignment should be completed by the date listed on the syllabus. There will be four assignments and each will count for 10% of your final grade. Assignments will be completed using online and print resources available to NCCU as part of the TRLN (Triangle Research Library Network). Partner schools in this consortium include NCCU, UNC, Duke and NCSU. As members of this group of institutions, you have borrowing and Inter-Library loan privileges at all of these school’s libraries. Additionally, you will be granted guest access to their systems and databases if you visit them in person. Please make full use of this resource; more information can be found here: [http://www.trln.org/](http://www.trln.org/)

**Criteria:** Assignments are evaluated based on completeness, quality of analysis, and attention paid to specific resources, issues & features identified in lecture and discussion. All submissions should be written at the graduate level and appropriately cited. Proportional partial credit will be awarded for amount of material reviewed. Assignments are due on the dates listed above and should be submitted to the “Assignments” section of Blackboard.

2. **Exams (Midterm: 15%, Final: 15% = 30%)**
There will be two examinations, each distributed and submitted on Blackboard. The exams are at-home, essay-style tests designed to test your knowledge of health reference resources. Exams are due one week after they are made available on Blackboard.

**Criteria:** If you take/submit exams on the dates indicated, you will get full points for each question answered correctly.

3. **Student Presentation & Class Discussion Moderation (2 X 10% = 20%)**
Each student will be responsible for presenting and demonstrating reference sources for health subjects. These presentations are detailed, subject-oriented reviews of resources presented as lectures to the class. Students will select topics for presentation on the first day of class.

**Criteria:** Students will be evaluated based on the quality of their presentation and the detail in which they present the materials to the class. Presentations will be delivered in class on the scheduled date.

4. **Class Participation (10%)**
Class attendance and participation in class activities such as in-class exercises and practice reference interviews is essential.

**Criteria:** Participation in all class sessions, in-class discussions and exercises is required. Participation points are given based on attendance and participation. Credit is awarded for participation in weekly class sessions, exercises and discussions.
# SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Plan &amp; Readings</th>
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</table>
| Week 1  (8/25) | • Course Introduction  
|          | ● ASSIGNMENT #1 Distributed – The Health Information Searching (Available on Blackboard)  
|          | ● Sign-ups for student presentations  
|          | READ:  
|          | ● ALA Guide to Medical & Health Sciences Reference, Ch. 1  
|          | ● “The Reference Interview” By Brown, available on Blackboard.  
|          | ● Introduction To Reference Sources, Ch 1  
| Week 2  (9/8) | Health Reference Topics: Medicine & Bioethics  
|          | READ:  
|          | ● ALA Guide to Medical & Health Sciences Reference, Ch 1 & 2  
|          | ● Supplemental: Introduction To Reference Sources, Ch 2 & 3  
|          | ● MeSH Introduction – Available on Blackboard  
|          | ● Virtual Reference Interviewing and Neutral Questioning  
|          | By Allison A. Cowgill, Louise Feldmann, and A. Robin Bowles  
|          | ASSIGNMENT #1 DUE  
|          | ASSIGNMENT #2 Distributed – MeSH(Available on Blackboard)  
| Week 3  (9/22) | Health Reference Topics: Consumer Health Dentistry  
|          | READ:  
|          | ● ALA Guide to Medical & Health Sciences Reference, Ch 3 & 4.  
|          | ● Introduction To Reference Sources, Ch 4 & 5  
|          | ASSIGNMENT #2 DUE  
|          | ASSIGNMENT #3 Distributed(Available on Blackboard)  
| Week 4  (10/6) | Health Reference Topics:  
|          | ● Health Care  
|          | ● International & Global Health  
|          | READ:  
|          | ● ALA Guide to Medical & Health Sciences Reference, Ch 5 & 6.  
|          | ● Introduction To Reference Sources, Ch. 6  
|          | QUIZ 1 – Available on Blackboard – Due October 13.  
| Week 5 | Health Reference Topics  
<p>|          | ● Medical Jurisprudence |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Health Reference Topics</th>
<th>READ:</th>
<th>ASSIGNMENT #4 DUE</th>
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<tbody>
<tr>
<td>6</td>
<td>Nutrition, Pharmacology</td>
<td>ALA Guide to Medical &amp; Health Sciences Reference, Ch 9 &amp; 10. Introduction To Reference Sources Ch 9 &amp; 10</td>
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</tr>
<tr>
<td>7</td>
<td>Psychiatry, Public Health, Toxicology</td>
<td>ALA Guide to Medical &amp; Health Sciences Reference, Ch 11 – 13 Introduction To Reference Sources Ch 11-14</td>
<td>FINAL EXAM DUE</td>
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<td>(Available on Blackboard)</td>
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**STUDENT PRESENTATION:**

Chapter presentation & discussion

Each student will present one or more topics/chapters from the text and lead class discussions on that reference topic. During the first class meeting, students will sign up for health topics; after the first week, students who have not selected a topic will be assigned chapters by the instructor. Students will upload their presentations to Blackboard for peer reference.

The presentation and discussion will include a review of the subject information and a presentation/demonstration of the resources presented in their chapter(s). Presentations should
consider essential print reference resources and web-accessible resources. Particular
consideration should be given to the needs, roles, decisions and challenges faced by
contemporary reference librarians.

These presentations represent 20% of your grade, so prepare thoroughly!
NCCU’s Writing and Speaking Studio is ready to help you compose and edit your assignments.
(http://www.nccu.edu/administration/academicaffairs/writingstudio/index.cfm)

Criteria:
Student presentations will be evaluated based on their content and clarity. Students should
explore resources for their topic in detail and provide sufficient information that other students
will be able to access and use the interface of health topic resources. Visual and speaking clarity
should be professional and all materials used must be cited and distributed as part of the
presentation for use by other students.

Presentations will be judged based on the following criteria:

Content (50%):
- Variety of resources covered - 50%
- Depth – 50%

Presentation (50%):
- Clarity – 75%
- Presentation Materials Quality – 25%

Assignments:

Assignment #1, Part 1 (10%): Housekeeping
1a) Join the SLIS students Yahoo! group listserv. (Get credit by posting via the list)
1b) Login to Blackboard, post alternate email on Alt. email forum.

Assignment #1, Part 2 (90%): Search exercises
1. Identify two health concepts of interest to you or someone you know
2. Search each of the following resources for your terms & save the top 5 results from each
   search:
3. Describe your results in terms of document type, intended audience, relevance &
   relatedness. As a health reference specialist, consider the indented audience and relative
   quality of the sources. What sources would you recommend to different patrons, and
   why?

Criteria:
Full credit will be given if parts 1 & 2 of the assignment are completed and careful
comparison of results is presented in part 3 of Assignment #2. Assignments will be evaluated on
Assignment #2: MeSH Assignment – Also available on Blackboard

CRITERIA:
Full credit will be given if all parts of the assignment are completed correctly.

The following questions can be answered by referring to the MESH browser and Introduction to MeSH on the MeSH homepage (http://www.nlm.nih.gov/mesh/meshhome.html). Print Annotated, Permuted and Tree Structure MESH volumes can also be used. Note that the print volumes are no longer being updated.

1. How are subheadings used?
2. What are check tags?
3. Which subject heading would you use to find information about radiation-induced cancers?
4. Under which subject heading would you look for information about hemicrania?
5. What is the difference between NURSING and NURSING CARE?
6. When did NURSING ASSESSMENT become a subject heading?
7. How many subject headings are included in the tree structures under the broad heading of THYROID DISEASES?
8. What subheadings are NOT used with the major heading HODGKIN DISEASE?
9. In how many Medical Subject Headings does the word EMPYEMA occur?
10. In the tree structures, how many different locations can you find for the MeSH term EYE? What is the difference between these locations?
11. Explain the annotations under the term NEURAL CONDUCTION.
12. Search the term Balloon occlusion in the MeSH Browser. Compare the information for the term in the PubMed MeSH database. What are the differences in the information provided in the two MeSH search engines?

Assignment #3: Website/database evaluation

Each student will select a web source of health science information and evaluate the content and usability of the system. According to criteria provided on Blackboard.

In this assignment, you will compare the content and usability of a free health website or database and a fee-for-access website or database. You will select the databases for comparison and
confirm with the instructor that they are appropriate choices. Among, but not limited to the things you should examine are the detail and extent of the information available, indexes used, resources and formats offered and intended audience.

Using the texts, the TRLN and the University’s webVPN or another portal, identify and access a fee-for-access system. (NCLive is available via the VPN). In addition to using the University’s system to access a resource, you may also use other resources available to you, either from work or by going to a nearby campus with other database resources. (Hint: The main library at NCSU is really worth examining if you haven’t been there…a couple of hours there will be rewarding, I promise – try the library’s ice cream while you’re there!)

This assignment can be completed using online and print resources available to NCCU as part of the TRLN (Triangle Research Library Network). Partner schools in this consortium include NCCU, UNC, Duke and NCSU. As members of this group of institutions, you have borrowing and Inter-Library loan privileges at all of these school’s libraries. Additionally, you will be granted guest access to their systems and databases if you visit them in person. Please make full use of this resource; more information can be found here: http://www.trln.org/

1. Identify a free health information website or database and an analogous fee-for-access database
2. Select 2 health search concepts (different ones from the last exercise, please)
3. Identify (and document) a search vocabulary for the concepts & search for those terms. What strategies worked?
4. Compare the results in terms of quality, scope, depth, variety, format/accessibility, and usability & interface of the systems. What resources would you recommend to various patron types?

Criteria:

Full credit will be given if all parts of the assignment are completed. Assignments will be evaluated on thoroughness, clarity and appropriate citation.

Assignment #4: Pathfinder

For this assignment, please use the subjects that you have been researching and the reference tools documented this semester.

A pathfinder is a bibliographic guide that introduces users to the literature of a specific subject area or topic. Its arrangement and content reflect the most common questions in a literature search and the beginning stages of a research project. A pathfinder is not an exhaustive annotated bibliography. Instead, it provides a carefully selected list of various types of important resources, both reference and non-reference. Pathfinders are typically short in length, depending on the intended audience and the resources available. The pathfinder you prepare for this course should not exceed 2000 words.

Criteria:
Pathfinders will be evaluated based on their content and clarity. Students should explore resources for their topic in detail and provide sufficient information that other students will be able to access and use the interface of health topic resources. Presentation (visual and grammatical) should be professional and all materials used must be cited and distributed as part of the presentation for use by other students.

Assignment:
Create a subject pathfinder for your selected topic.

Generally, the different resource types and genres (e.g., monographs, articles, etc.) outlined in the text should be covered, but above all, your pathfinder must tailor the selection of these resources and others to the scope and purpose of your pathfinder. You are the subject expert for it, so you choose what is important.

Your pathfinder should be created with the user in mind. Think about the most and least tech/health savvy people you know. Create a pathfinder that will be useful to the least sophisticated of users while providing sufficient detail for a more sophisticated user's information needs.

To get started, please read these two articles listed:

A Qualitative Study of Web-Mounted Pathfinders Created by Academic Business Libraries
by CARLA DUNSMOR


http://spectrum.library.concordia.ca/5591/1/LVileno_RSR_Vol35_No3.pdf