GSBS 5311

Health Information Resources Management

Fall Semester, 2014

Course Director

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STUDENT STATEMENT OF RESPONSIBILITY

The student is reminded that all work in this course is to be performed on an individual basis. Under no circumstances is he or she to collaborate with fellow students on assignments, lab work, or examinations, unless part of an assignment. Failure to observe statutes, legislation, or regulations dealing with the issues of scholarly ethics, copyright, plagiarism, or cheating will leave students subject to being disciplined and/or prosecuted. Students are reminded that it is their responsibility to acquaint themselves with these matters. Should assistance be needed with the work of this course or with the issues mentioned above, please see the appropriate instructor or the course coordinator.

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Course Description/Requirements

COURSE DESCRIPTION:

This is an advanced health information literacy and information management course stressing areas of competency in information access and organization. The course emphasizes practical hands-on experience with computers, mobile devices, and information technology.

The instructors' goal for this course is to enable students to continue to develop lifelong learning skills in information access and management of its resources, skills that will apply to research and an ever-evolving workplace.

 Individual student goals are listed with each unit description.

OVERVIEW:

The course is divided into four competencies or units. Non-graded pre-and post-tests assist with the evaluation of each student's progress.

Submitted work in the form of activities, papers, and an all-inclusive final will determine each student's course grade.

COURSE REQUIREMENTS: (see "Schedule", p.6, for specific dates)

Objectives for each of the four competencies are listed within their specific unit. Evidence from activities is to completed and given to the main instructor of each unit, as requested. Links to tutorials are provided for the benefit of the student. Hand-on classes or instruction (in person or through Teamviewer) may be requested through instructors. All students participate through the Hub/Sakai. Activities and papers are expected to be completed by their due dates. Faculty may be consulted for assistance whenever questions or problems arise.

GENERAL GUIDELINES (for Activities, Papers):

All text documentation must be word-processed and in compliance with the APA paper submission requirements. Raw data, such as database searching results, may be submitted as a computer printout or screen shot. Activities in Sakai must be submitted online, unless requested otherwise.

2.5 points will be deducted from the final grade for material presented unprofessionally.

One-half point will be deducted for each spelling or grammatical error.

Points will be deducted for failure to cite sources used in answering questions or writing papers. This also includes copying from other sources without providing the correct quotation marks. If an infringement is considered to be plagiarism, a grade of "0" for that paper may result.

Points will be deducted for incorrect APA format and for citing incorrectly in text and in bibliographies.

Points will be deducted if materials are not handed in on time.

**Please note that all final submitted work, once graded, will be kept but made available for each student to consider. Instructor's comments will enhance the learning process.

PEOPLE TO CONTACT:

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Course Contact for Odessa: Eric Wilkinson, Unit Associate Director, 432/703-5031

Course Contact for Amarillo: Cheryl Simonsen, Unit Associate Director, 806/354-5447

Course Contact for El Paso: Andrea Cancellare, Unit Associate Director, 915/215-4307

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SCHEDULE

August 20, 2014	First day of class PRETEST due by 5:00pm
August 21, 2014	Begin Introduction to Two Basic Research Issues Unit
September 05, 2014 5:00pm	Completed Introduction to Two Basic Research Issues Unit
September 08, 2014	Begin Advanced Information Resources Management Unit
October 10, 2014 5:00pm	Completed Advanced Information Resources Management Unit
October 13, 2014	Begin Health Information Literacy & Patient Education Unit
November 14, 2014 5:00pm	Completed Health Information Literacy & Patient Education Unit
November 17, 2014	Begin Mobile Devices Unit
December 05, 2014 5:00pm	Completed Mobile Devices Unit (last day of class)
December 10, 2014 5:00pm	Course Final completed
December 12, 2014	POST-TEST submitted

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FACULTY (Teaching)

Unit 1. Introduction to Two Basic Research Issues: Copyright & Plagiarism

*Candia Thew, M.L.S., Lubbock
Richard Wood, M.L.S., Lubbock
Peggy Edwards, A.M.L.S., Lubbock

Unit 2. Advanced Information Resources Management

*Margaret Vugrin, M.S.L.S., A.H.I.P., Lubbock
Stephanie Shippey, M.L.S., A.H.I.P., Lubbock
Terri Wilson, M.S., Amarillo

Unit 3. Health Information Literacy and Patient Education

*Barbara Ballew, M.S.Ed., M.A.L.S., A.H.I.P, Lubbock
Peggy Edwards, A.M.L.S., Lubbock
Amy Faltinek, M.L.S., A.H.I.P., Lubbock
Erik Wilkinson, M.L.S., Odessa
Cheryl Simonsen, M.L.I.S., Amarillo

Unit 4. Mobile Devices

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Tara Allison, M.L.I.S., Lubbock
Travis Real, M.L.I.S., A.H.I.P., Odessa
Yumi Yaguchi, M.S.I.S., Amarillo

* primary instructors

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Unit Values (Grading)

	Value %
Pre-test	no value
Unit 1: Introduction to Two Basic Research Issues: Copyright/Plagiarism (100 points) :	15%
(2 weeks, 6 hours instruction + homework) Activities = 90 points Unit quiz = 10 points	
Unit 2: Advanced Information Resources Management (100 points)	30%
(5 weeks, 15 hours instruction + homework) Activities = 90 points Unit quiz = 10 points	
Unit 3: Health Information Literacy and Patient Education (100 points)	30%
(5 weeks, 15 hours instruction + homework) Activities = 90 points Unit quiz = 10 points	
Unit 4: Mobile Devices (100 points)	15%
(2 weeks, 6 hours instruction + homework) Activities = 90 points Unit quiz = 10 points	
Course Final (100 points)	10%
Post-test	no value

Unit 1. Introduction to Two Basic Research Issues: Copyright & Plagiarism

When writing a paper or presenting research, it is always the author's professional responsibility to acknowledge copyrighted materials as well as another author's borrowed text or ideas. Insinuating that the words or ideas of another are the author's own, without providing proper credit, may be considered plagiarism or an infringement of copyright laws. Proper citing and referencing show the results of an informed and ethical author.

Goal:

To have a basic understanding of the legal and ethical implications and responsibilities concerning copyright and plagiarism.

Objectives:

When this part is completed, the student will be able to:
1. Find basic copyright information on the web.
2. Understand why copyright is important.
3. Describe the components of "ethical writing".
4. Name guidelines for avoiding plagiarism.
5. Locate tools that help format citations.

Activities:

Part 1: Copyright   (45 points of 100, 5 points each)

1) Read the question and answer in *Frequently Asked Questions About Copyright, question 3.1.2,* at *http://www.cendi.gov/publications/04-8copyright.html#312* . Then answer the question in Sakai.

2) Read pages 1-5 of *Copyright Basics* at http://www.copyright.gov/circs/circ01.pdf and then answer the eight questions in Sakai.

Part 2: Plagiarism   (45 points of 100)

Go to http://ori.hhs.gov/avoiding-plagiarism-self-plagiarism-and-other-questionable-writing-practices-guide-ethical-writing

 Important! Download the PDF of this Module: *Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing* by Miguel Roig, Ph.D. Read this document and *How to recognize plagiarism (see resource list).* Then complete the seven exercises in Sakai

Unit Quiz   (10 points)

Please answer the questions in Sakai.

All questions and exercises for this unit must be completed by September 5, 2014, 5:00pm.

Evidence:

1. Fill-in-the-blanks copyright activity.
2. Plagiarism exercises, which includes a 1.5-2-page essay.
3. Unit quiz.

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Resources

Copyright Resources:

CENDI Copyright Working Group, Bonnie Klein, and Gail Hodge, eds. *Frequently Asked Questions About Copyright: 2.1.1 What is Copyright?* CENDI:Federal STI Managers Group. CENDI Secretariat: Information International Associates, Inc., 08 Oct 2008. Web. 1 May 2014. Retrieved from http://www.cendi.gov/publications/04-8copyright.html

Harper, G. (2001, 2007). *Copyright crash course*. (Licensed under a Creative Commons Attribution 3.0 United States License ed.). Austin, TX: University of Texas Libraries. Retrieved from http://copyright.lib.utexas.edu

Library of Congress, United States Copyright Office. (2014) *Copyright*. Retrieved from United States Copyright Office website: www.copyright.gov

Library of Congress, U.S. Copyright Office. (2012). *Copyright Basics: Circular 1*. Retrieved from U.S. Government Printing Office website: http://www.copyright.gov/circs/circ01.pdf

Library of Congress, U.S. Copyright Office. (2012) *Fair use factsheet #FL102*. Retrieved from United States Government Printing Office website: http://www.copyright.gov/fls/fl102.html

Library of Congress, U.S. Copyright Office. *Information Circulars and Factsheets Index*. Retrieved from United States Government Printing Office website: http://www.copyright.gov/circs/index.html#fl

National Council of Teachers of English. International Reading Association.

    readwritethink. *Can I Use It? Checklist for Copyright Clearance*. (2007)

    Retrieved from

        http://www.readwritethink.org/lesson_images/lesson1085/CanIUseIt.pdf

National Council of Teachers of English. International Reading Association.

    readwritethink. *Checklist for Fair Use*. (2007) Retrieved from

        http://www.readwritethink.org/lesson_images/lesson1085/CanIUseIt.pdf

Plagiarism:

Roig, Miguel. *Avoiding plagiarism, self-plagiarism, and other questionable writing*

    practices: A guide to ethical writing. Office of Research Integrity.   Retrieved

    from http://ori.hhs.gov/education/products/plagiarism/

What is plagiarism? Retrieved, from http://www.plagiarism.org/

Indiana University Bloomington, School of Education. *How to recognize plagiarism*.

    Retrieved from http://www.indiana.edu/~istd

Citation Resources:

Delaney, Robert. *AMA citation style*. Retrieved from

    http://www2.liu.edu/cwis/cwp/library/workshop/citama.htm

American Psychological Association. *APA style*. Retrieved from

    http://www.apastyle.org

Endnote tutorial. Retrieved from

    http://www.ttuhsc.edu/libraries/bibliographic/endnote.aspx

Refworks. Retrieved from

    http://www.ttuhsc.edu/libraries/bibliographic/refworks_home.aspx

Unit 2. Advanced Information Resources Management

Online literature databases provide access to published biomedical information including full text journal articles and abstracts. PubMed, CINAHL (Cumulative Index to Nursing and Allied Health Literature), MICROMEDEX, and Scopus are examples of databases. This component aims to provide you with advanced strategies for finding material on a topic using literature databases.

Goal:

To acquire skills to effectively search and identify reliable biomedical, allied health and nursing literature sources.

Objectives:

When the component is complete, the student will be able to:
1. Choose databases to locate published literature, drug information, and landmark articles.
2. Maximize search efficiency using subject headings, database features and Boolean language. [AND, OR]
3. Identify and locate full-text articles.
4. Export citations into bibliographic software management tools.
5. Evaluate and appraise various sources based on reliability and relevance using PICO and Evidenced Based Toolkit.
6. Create a bibliography.

Activities: (90 points)

Study the online tutorials to familiarize yourself with appropriate ways to use these databases (see resource list) and then complete the fourteen exercises listed in Sakai.

Unit Quiz   (10 points)

Please answer the exercises in Sakai.

All questions and exercises for this unit must be completed by October 10, 2014, 5:00pm.

Evidence:

1. Two Completed PICO Worksheets.
    a. Practice exercises*
    b. Personal focused topic
2. Two Word documents containing search strategies and screenshots for each of the five exercises.
    a. Practice exercises*
    b. Personal focused topic
    NOTE*: Practice PICO worksheet and practice exercise results will be reviewed by instructor and comments returned within 48 business hours. These can be uploaded at anytime but **must** be received by the end of the second week of this unit.
3. Shared link to your results in Bibliographic Software Management program [RefWorks or EndNote].
4. EBM toolkit appropriate worksheet for your document.
5. A two-page paper reviewing the landmark article(s).
6. Completed bibliography exercise.
7. Reflection paper [500 words] on how literature searching assists you in your profession.
8. Unit quiz.

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Resources:

Texas Tech University Health Sciences Center Library. Retrieved from

http://www.ttuhsc.edu/libraries

PubMed tutorial. Retrieved from

http://www.nlm.nih.gov/bsd/disted/pubmedtutorial/cover.html

CINAHL Plus with full-text tutorial. Retrieved from

http://support.epnet.com/cinahl/documentation.php

(some of the tutorials are for CINAHL complete, the library subscribes to

CINAHL Plus with full-text)

Nursing Reference Center. Retrieved from

http://www.ebscohost.com/nursing/product-training

Micromedex tutorial. Retrieved from

http://www.ttuhsc.edu/libraries/files/micromedextwo.ppt

Scopus tutorial. Retrieved from http://help.scopus.com

Google Scholar. Retrieved from

http://www.google.com/intl/en/scholar/help.html - overview

GoldRush. Retrieved from

http://www.ttuhsc.edu/libraries/files/goldrush.pdf

RefWorks tutorial. Retrieved from

https://www.refworks.com/content/path_learn/content.asp

EndNote tutorial. Retrieved from http://endnote.com/training

Evidence Based Toolkit Appraisal forms. Retrieved from

http://www.ebm.med.ualberta.ca

Unit 3. Healthcare Information Literacy and Patient Education

Health information literacy is necessary for patients to make informed decisions about their health care, to manage health conditions, and to communicate with healthcare providers. Varied levels of health literacy must be taken into account when patient education materials are being used or when new materials are being developed.

Goal:

Students will have an understanding of health information literacy and its implications for patient care and patient education.

Objectives:

When the health information literacy and patient education focus is completed, the student will be able to:
1. Understand the definition of health information literacy.
2. Utilize strategies designed to improve health literacy.
3. Examine, evaluate and discriminate between authoritative and less authoritative websites.
4. Select resources that address the health information needs of a specific population.
5. Utilize government Web sites for specific demographic/population health information needs.
6. Utilize databases in order to find appropriate patient education materials.

Activities: (90 points)

Please complete this unit's five activities listed in Sakai.

Unit Quiz   (10 points)

Please answer the questions in Sakai.

All questions and exercises for this unit must be completed by November 14, 2014, 5:00pm.

Evidence:

1. Word document on Action Plan to Improve Health Literacy
2. Word document on library resources containing patient education materials
3. In a Word document, evaluations of five consumer health websites
4. Word document detailing a health literacy communication intervention, including links to tools used and the guidelines met.
5. Word document on health literacy journal articles obtained from PubMed database and Topic-Specific search strategies.
6. Unit quiz.

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Resources

Advanced Search Builder. YouTube video accessed from

http://www.youtube.com/watch?v=dncRQ1cobdc

Clinical Key. Retrieved from http://www.ttuhsc.edu/libraries/databases/

Databases with Patient Education Materials. PowerPoint slideshow in Unit 3, Activity #2

on Sakai course page.

Dynamed. Retrieved from http://www.ttuhsc.edu/libraries/databases/

Health Literacy Basics. Retrieved from:

http://www.health.gov/communication/literacy/quickguide/factsbasic.htm

MedlinePlus.gov: Retrieved from http://www.nlm.nih.gov/medlineplus/

MedlinePlus Guide to Healthy Web Surfing. Retrieved from

 http://www.nlm.nih.gov/medlineplus/healthywebsurfing.html

Micromedex. Retrieved from http://www.ttuhsc.edu/libraries/databases/

National Action Plan to Improve Health Literacy. Retrieved from

http://www.health.gov/communication/hlactionplan/pdf/Health_Literacy_Action_Plan.pdf

Nursing Reference Center. Retrieved from: http://www.ttuhsc.edu/libraries/databases/

PubMed.gov. Retrieved from http://www.ttuhsc.edu/libraries/databases/

PubMed Topic-Specific Queries. PowerPoint slideshow in Unit 3, Activity #5 on Sakai

course page.

Quick Guide to Health Literacy. Retrieved from

http://www.health.gov/communication/literacy/quickguide/

Unit 4. Mobile Devices

A mobile device is a small, handheld computing device, typically having a display screen with touch input or a miniature keyboard. There are many types of mobile devices including smartphones, e-readers, and tablet PCs. Mobile technology can be used in a variety of practical and efficient ways to improve patient care.

Goal:

To understand the components of mobile devices and to utilize clinical and evidence-based mobile resources.

Objectives:

When the component is complete, the student will be able to:
1. Identify various types of mobile devices.
2. Understand the difference between native and web-based mobile applications.
3. Recognize and list sources for the various categories of healthcare mobile applications including patient education and clinical resources.
4. Utilize and compare at least three mobile healthcare resources to answer a patient care question.
5. Outline security and HIPAA issues with mobile devices.
6. Be familiar with mobile bibliographic tool apps.
7. Understand the copyright implications when sharing documents via mobile devices.

Activities: (90 points)

Please complete this unit's 10 activities listed in Sakai.

Unit Quiz   (10 points)

Please complete the exercises in Sakai.

All questions and exercises for this unit must be completed by December 5, 2014, 5:00pm.

Evidence:

1. Completed quiz on mobile devices and applications.
2. Short essay on patient and clinician based apps.
3. Patient care question.
4. Short paper on the comparison of three mobile resources.
5. Completed quiz on security and HIPAA issues.
6. Completed quiz on copyright.
7. Reflection essay.
8. Unit quiz.

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Resources:

Google Play. Retrieved from https://play.google.com

iMedicalApps. Retrieved from http://www.imedicalapps.com

iTunes. Retrieved from http://www.apple.com/itunes

MedicalApp Journal. Retrieved from http://medicalappjournal.com

MobiHealthNews. Retrieved from http://mobihealthnews.com

Sewell, J., & Thede, L. (2013). Mobile computing: Finding knowledge in the palm of

your hand. In *Informatics and nursing: Opportunities and challenges* (pp. 211-

225). Philadelphia, PA: Lippincott. (available in print, Koha)

Texas Tech University Health Sciences Center Resources for Mobile Devices. Retrieved

from http://mobile.ttuhsc.edu

Other Resources:

Diagnosarus. Retrieved from http://www.accessmedicine.com/diag.aspx

DynaMed. Retrieved from https://dynamed.ebscohost.com/access/mobile

Epocrates. Retrieved from https://online.epocrates.com

Essential Evidence Plus. Retrieved from

http://www.essentialevidenceplus.com/product/platforms_webmobile.cfm

Clinical Key. Retrieved from https://www.clinicalkey.com

MedlinePlua. Retrieved from http://m.medlineplus.gov

Micromedex. Retrieved from

http://www.micromedexsolutions.com/micromedex2/librarian

PEPID. Retrieved from http://www.pepidonline.com/Welcome.aspx

PubMed. Retrieved from http://www.ncbi.nlm.nih.gov/m/pubmed/

STAT!Ref. Retrieved from http://online.statref.com/mobile

EndNote. Retrieved from https://www.myendnoteweb.com/touch/EndNoteWeb.html

RefWorks. Retrieved from http://www.refworks.com/mobile/

Health Information Resources Management course Final.

Please note that the Final for the course will include something on each unit.

The Final is located in Sakai and must be completed by December 10, 2014.

Reminder:

Open the Post-test in Sakai and complete its questions. Due date for submission is December 12, 2014.