



**DALHOUSIE
UNIVERSITY**

FACULTY OF MANAGEMENT
School of Information Management

**School of Information Management
INFO 6750 Health Sciences Literature and Information Sources
Summer 2023**

Course Type: Online

Instructor: Janet Bangma

Contact info:

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Cell Phone: 709 325-2992

The most effective way to reach me is via email. Once we set a meeting, I am available via email, phone, zoom, or webex. If you contact me outside of office hours, expect a response within 24 hours or less excluding weekends. I am available to schedule a time to meet during the day or in the evenings and can schedule the meeting at a mutually agreeable time using any of the above tools.

Office hours: Mondays 2 pm-3 pm Halifax time, or by appointment.

I am available at the above telephone number during these hours and I will monitor email.

Course website: Brightspace INFO 6750

Tutorials: Online

COURSE DESCRIPTION:

INFO 6750 introduces students to information resources and services used in health sciences settings with an emphasis on responding to client's information needs and uses. Client's information needs and uses are explored from different health perspectives such as public library, academic library, hospital library, and research supports. Throughout the course we will examine the nature of Health Sciences Librarianship; bibliographic access, retrieval and use by clientele; investigate health information systems and technology (informatics); and leadership and administrative issues in Health Sciences.

COURSE PRE-REQUISITES:

INFO 5530 Information sources, Services & Retrieval, or instructor approval

LEARNING OUTCOMES:

At the completion of this course, students will:

1. Provide health reference services to uniquely align the health resource with the information needs of the requestor

2. Search health related bibliographic and other databases using controlled vocabularies
3. Apply health information practices in different settings such as public libraries, research organizations, academic organizations, professional associations, and health services.
4. Analyze health information service needs in various settings and contexts, reflecting that one size does not fit all. The information needs of health information services' clients must be considered with respect to their education and roles, and the health information they need and use.
5. Understand and reflect on how a health information professional's skill might be extended beyond published information to provide leadership in other areas within the organization.
6. Evaluate complex searches for health information and be able to create basic and comprehensive literature search strategies for diverse purposes and audiences.
7. Understand issues facing health information managers, including accreditation, business planning, and leadership.

TECHNOLOGY REQUIREMENTS

INFO 6750 is offered fully online using a combination of synchronous and asynchronous approaches. Learning materials include Brightspace, Dalhousie University Full text and bibliographic databases, online drug and clinical information resources, citation management software, videos that are pre-recorded or available from online sources.

INSTRUCTIONAL METHODS

INFO 6750 is delivered fully online and the syllabus will identify how learners will engage both together and individually. Each week's activities have three components:

1. Lectures will be provided in two ways as outlined in the syllabus. Approximately 8 lectures will be offered synchronously where we come together and explore a topic. These synchronous sessions are scheduled on Mondays from 6:30 – 9:00 pm Halifax time. These lectures will be recorded for those who cannot attend. AND/OR there will be pre-recorded lectures that learners can explore.
2. Discussion of readings and topics of the day: Learners will be assigned readings intended to provide background for class discussion or exercises on various information issues. Alternatively, learners, in small teams, will choose a discussion topic from the syllabus and then lead that topic on their assigned week.
3. Online mini-labs on how to search various health information resources. There will be mini-assignments to test understanding of the resources.

Additionally, there will be opportunities for learners to work in small, self-directed learning groups and there are invited guests who will discuss their professional experiences during the term.

LEARNING MATERIALS

There is no textbook for this course. Learners will access class readings listed in Brightspace.

METHODS OF EVALUATION

Detailed instructions regarding each assignment will be provided in Brightspace. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection.

See also the [SIM Grading Policy](#).

COMPONENT	DETAILS	DUE DATE By 23:00 Hours	VALUE/WEIGHT
Weekly Assignments	Most weeks there are mini-search assignments. I will exclude your lowest mark when calculating your final grade in this section.	As noted in the syllabus	25%
Group Topic Presentation	Each learner will work in a small group to present/teach a chosen week's information. Topics for weeks 8,9, and 10 are available for instruction.	Due the Monday of the chosen week's topic le June 19 OR June 26 OR July 3	15%
Evaluating Health Information Assignment	Health information overload affects everyone. This assignment allows learners to explore a health condition of their choice and compare and evaluate published information from "widely available" information	June 25, 2023	15%
Paper (Research)	This paper allows each learner to explore a health topic of their choice. Learners are expected to write the paper according to the Canadian Health Libraries Association Student Paper Prize JCHLA/JABSC Student Paper Prize - Canada Health Libraries Association (chla-absc.ca)	August 8, 2023	25%
Presentation	Choice of presenting Evaluating Health Information assignment OR research paper	July 31, 2023	10%
Course Participation/Online Discussion	Assist fellow classmates on assignments, answering, or responding to posts, participating in class, engaging with guest speakers	Ongoing	10%

PARTICIPATION EVALUATION RUBRIC

CRITERIA	WEIGHTING	INDICATORS
Preparation	30%	The student demonstrates consistent preparation for class; readings are always completed, and the student is able to relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.)
Quality of contributions	35%	The student's comments are relevant and reflect understanding of readings and other course material. The student's contributions move the discussion forward.
Frequency of participation	35%	The student is actively engaged in the class and/or discussions. Actively participates when guest speakers are present.

INTEGRATION OF [MI Competencies](#)

PROGRAM COMPETENCY	COURSE LEARNING OUTCOME	COURSE ASSESSMENT
Information Management Leadership	1,2,3,4,5,7	Course lecture from guest speakers and learner engagement. Discussion posts on readings. Exploration through the research paper and/or the Evaluating Health Information assignment
User-centred Information Services	1,3,4,6	Search assignments and class presentations. Guest speakers, assignments and discussion posts.
Management of Information Technology	4,6	Search assignments; utilization of a variety of technologies throughout the course. Skills will be applied in search assignments, and leading a topic discussion.
Research and Evaluation	1,4,5,6	Course work including the search assignments, quizzes, discussion topics, research paper and Evaluating Health Information assignment. Interactions with guest speakers
Risk Management	1,4,7	Course readings, speakers, discussion posts, Evaluating

		Health Information assignment
Change Management	4,7	Course readings, guest speakers representing different types of libraries' needs
Workplace Skills & Attributes:		
Collaborate & communicate	1,3	Class discussions, discussions with guest speakers, team collaborations for topic presentations
Organize, Plan & Manage	3,4,5,7	Search assignments, research paper, class discussions, Evaluating Health Information assignment
Develop Personally & Professionally	3,4,5	Search assignments, research paper, Evaluating Health Information assignment, class discussions, leading a class discussion, interactions with guest speakers

CLASS POLICIES

Attendance

Class attendance is required in all MI courses and is included in the participation mark. Attendance records will be kept by the instructor.

Citation Style

SIM courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at <https://libraries.dal.ca/help/style-guides.html> or the APA's Frequently Asked Questions about APA

Late penalties for assignments

A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see below). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

Missed or Late Academic Requirements due to Student Absence:

Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed [Student Declaration of Absence form](#) to their instructor

in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term.

SIM GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

ACCOMMODATION POLICY FOR STUDENTS

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. Visit https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/classroom-accommodation.html for more details.

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

ACADEMIC INTEGRITY

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides [policies and procedures](#) that every member of the university community is required to follow to ensure academic integrity.

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the [Faculty of Management Professor and Student Contract on Academic Integrity](#), and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find,

evaluate, select, synthesize and cite information for use in assignments is called being “information literate.” Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries’ online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat’s [Academic Integrity](#) page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the [Policy on Academic Dishonesty](#) contained in the Calendar.

Furthermore, the University’s Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

UNIVERSITY STATEMENTS

This course is governed by the academic rules and regulations set forth in the [University Calendar](#) and the Senate.

ACCESSIBILITY

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. We work collaboratively with Dalhousie and King's students, faculty, and staff to create an inclusive educational environment for students. The Centre is responsible for administering the university-wide [Student Accommodation Policy](#) working across all programs and faculties.

STUDENT CODE OF CONDUCT

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

INTERNATIONALIZATION

At Dalhousie, "thinking and acting globally" enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders."

RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

FAIR DEALING POLICY

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

COURSE SCHEDULE -- 2023

(Note: Connection information for Collaborate Ultra connected classes is found in Brightspace)

Date of Class	Topic	Readings/Resources/Recordings	Reminders
<p>Week 1:</p> <p>Week beginning May 1st</p>	<p>Course Introduction and Health Information Framework</p> <ul style="list-style-type: none"> ➤ Introductions ➤ Syllabus review ➤ Introduction to Health Librarianship ➤ Health Information professional roles ➤ Medline/ PubMed 	<p>Readings:</p> <p>Bartley, K., Simuel, J., & Williams, J. (2021). New to health sciences librarianship: Strategies, tips, and tricks. <i>Journal of the Medical Library Association, 109</i>(2), 330–335. Library, Information Science & Technology Abstracts. http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=lxh&AN=15163757&site=ehost-live</p> <p>Capdarest-Arest, N., & Gray, J. M. (2020). Health sciences library leadership skills in an interprofessional landscape: A review and textual analysis. <i>Journal of the Medical Library Association, 108</i>(4), 547–555. Library, Information Science & Technology Abstracts. http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=lxh&AN=146225845&site=ehost-live</p> <p>Ganshorn, H., & Giustini, D. (2017). New Directions in Health Sciences Libraries in Canada: Research and Evidence based Practice Are Key. <i>Health Information & Libraries Journal, 34</i>(3), 252–257. Library, Information Science & Technology Abstracts. http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=lxh&AN=124660104&site=ehost-live</p>	<ul style="list-style-type: none"> ➤ Meet via Collaborate Ultra on Monday May 1st from 6:30 - 9:00 pm Halifax time ➤ Introduction post due May 7th in Brightspace

		<p>Marshall, J. G., Sollenbergers, J., Easterby-Gannett, S., Morgan, L., Klem, M. L., Cavanaugh, S. K., Oliver, K. B., Thompson, C. A., Ramonosky, N., & 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. Library, Information Science & Technology Abstracts.</p> <p>http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=lxh&AN=85040011&site=ehost-live</p> <p>Medical Library Association Professional Competencies: https://www.mlanet.org/p/cm/ld/fid=1217</p> <p>Resources:</p> <p>Overview of Health Resources: https://libraries.dal.ca/hours-locations/kellogg/health-science-resources.html</p> <p>Dalhousie Libraries LibGuide (Medicine): https://dal.ca.libguides.com/med</p> <p>PubMed: https://pubmed.ncbi.nlm.nih.gov/</p> <p>Introduction to searching PubMed at Dalhousie (Basic Search): https://dal.ca.libguides.com/ld.php?content_id=35679651</p> <p>Medical Library Association (MLA) Code of Ethics: https://www.mlanet.org/p/cm/ld/fid=160</p> <p>Recordings:</p> <p>NLM (National Library of Medicine) online tutorials</p>	
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		https://learn.nlm.nih.gov/documentati on/training-packets/T0042010P/ Dalhousie Searching PubMed Youtube: https://www.youtube.com/watch?v=ErLN6KPIeTI	
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Week 2: Week of May 8	The Language of Health Information <ul style="list-style-type: none"> ➤ Controlled vocabularies ➤ Bibliographic Databases and Searching in Health Literature ➤ Framing research questions (PICO) ➤ Medline/PubMed 	Readings: Introduction to Medical Terminology: https://openmd.com/guide/medical-terminology Open Library PressBook: Building a Medical Terminology Foundation: https://ecampusontario.pressbooks.pub/medicalterminology/ Please browse Chapters 1,2,3,4 Resources: See Develop a Clinical Question: https://www.nlm.nih.gov/oet/ed/pubmed/pubmed_in_ebp/02-200.html Language of Health Care: https://www.mlanet.org/p/cm/ld/fid=580 MeSH (Medical Subject Headings) https://www.nlm.nih.gov/bsd/disted/meshtutorial/introduction/index.html Health Canada Controlled Vocabularies: https://www.hc-sc.gc.ca/home-accueil/search-recherche/hccv-vcsc-eng.php#a Recordings: PubMed Using the Advance Search Builder: https://www.nlm.nih.gov/oet/ed/pubmed/quick tours/advanced/index.html	<ul style="list-style-type: none"> ➤ Meet via Collaborate Ultra on Monday May 8 from 6:30 – 9:00 pm Halifax time ➤ Mini Assignment #1 due May 14 ➤ Group led discussion topics due May 28th
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<p>Week 3:</p> <p>Week of May 15</p>	<p>Health Information Sources in Nursing, Psychology, Pharmacy</p> <ul style="list-style-type: none"> ➤ Connectedness of health information ➤ CiNAHL ➤ PsychInfo ➤ Drug Information Sources 	<p><u>Readings:</u></p> <p>No readings – please review, in detail, the various bibliographic databases and associated information screens associated with each of the resources</p> <p><u>Resources:</u></p> <p>Dalhousie University Libraries LibGuide (Nursing): https://dal.ca.libguides.com/nursing</p> <p>Dalhousie University Libraries LibGuide (Dentistry and Dental Hygiene): https://dal.ca.libguides.com/Dentistry</p> <p>Dalhousie University Libraries LibGuide (Pharmacy): https://dal.ca.libguides.com/pharmacy</p> <p>Search Translation Resources (Dalhousie University Libraries) https://dal.ca.libguides.com/systematicreviews/searchstrategies</p> <p><u>Recordings:</u></p> <p>Searching CiNAHL Parts 1 and 2 https://dal.ca.libguides.com/c.php?g=256995&p=5093301#s-lg-box-wrapper-18902798</p> <p>McMaster University Health Sciences Library (Searching CiNAHL): https://www.youtube.com/watch?v=mLL76nwhYUY</p>	<ul style="list-style-type: none"> ➤ Meet via Collaborate Ultra on Monday May 15 from 6:30 – 9:00 pm Halifax time ➤ Mini Assignment #2 due May 23 ➤ Evaluating Health Information Assignment topic approved by June 4
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<p>Week 4:</p> <p>Week of May 22</p> <p>Victoria Day is May 22nd so meeting time moved to Wednesday</p>	<p>Evidence Based Practice</p> <ul style="list-style-type: none"> ➤ Levels and types of evidence ➤ Sources of Health Information ➤ Embase 	<p>Readings:</p> <p>Burns, P. B., Rohrich, R. J., & Chung, K. C. (2011). The levels of evidence and their role in evidence-based medicine. <i>Plastic and Reconstructive Surgery</i>, 128(1), 305–310. PubMed. https://doi.org/10.1097/PRS.0b013e318219c171</p> <p>Frieden, T. R. (2017). Evidence for Health Decision Making—Beyond Randomized, Controlled Trials. <i>New England Journal of Medicine</i>, 377(5), 465–475. https://doi.org/10.1056/NEJMra1614394</p> <p>Greenhalgh, T. (1997). How to read a paper. The Medline database. <i>BMJ (Clinical Research Ed.)</i>, 315(7101), 180–183. PubMed. https://doi.org/10.1136/bmj.315.7101.180</p> <p>Greenhalgh, T. (2000) How to Read a Paper: the Basics of Evidence Based Medicine. London: BMJ.</p> <p>Resources:</p> <p>Levels of Evidence: https://openmd.com/guide/levels-of-evidence</p> <p>Recordings:</p> <p>Embase Tutorials from Elsevier: https://service.elsevier.com/app/answers/detail/a_id/16422/c/10545/supporthub/embase/session/L3RpbWUvMTY0MDgxOTgwNy9nZW4vMTY0MDgxOTgwNy9zaWQvZlVtdGxvSDIsSElaajQwJTdFUeVaQkdiMkxXdjVSyVjZRHlsNkxxbEw1TmlwS2VUZ0ZlQxOGNHS1VRcXNOJTdFY0pNbU1oSW9TOHFRM0pIM2tVV0pncFVIOGZBeXZSb0NnUTHjb2ZkR3BvemdVU1hNNEpVTSU3RVppa2lBJTlxJTlx/</p>	<ul style="list-style-type: none"> ➤ Time of the meeting adjusted for Victoria Day ➤ Meet via Collaborate Ultra on Wednesday May 24 from 6:30 – 9:00 pm Halifax time ➤ Mini Assignment #3 due June 4
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		University of British Columbia Series on Searching Embase (9 tutorials) https://guides.library.ubc.ca/EMBASE	
Week 5: Week of May 29	Systematic Reviews ➤ Systematic Review Methods ➤ Cochrane Collaboration and Cochrane Library ➤ Web of Science ➤ Scopus ➤ Google Scholar	Readings: Frandsen, T. F., Lindhardt, C. L., & Eriksen, M. B. (2021). Performance of conceptual framework elements for the retrieval of qualitative health literature: A case study. <i>Journal of the Medical Library Association</i> , 109(3), 388–394. Library, Information Science & Technology Abstracts. http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=lxh&AN=152939185&site=ehost-live Hoffecker, L. (2020). Grey Literature Searching for Systematic Reviews in the Health Sciences. In <i>Serials Librarian</i> (Vol. 79, Issue 3/4, pp. 252–260). https://doi-org.ezproxy.library.dal.ca/10.1080/0361526X.2020.1847745 Munn, Z., Stern, C., Aromataris, E., Lockwood, C., & Jordan, Z. (2018). What kind of systematic review should I conduct? A proposed typology and guidance for systematic reviewers in the medical and health sciences. <i>BMC Medical Research Methodology</i> , 18(1), 5–5. PubMed. https://doi.org/10.1186/s12874-017-0468-4 Murphy, S. A., & Boden, C. (2015). Benchmarking participation of Canadian university health sciences librarians in systematic reviews. <i>Journal of the Medical Library Association : JMLA</i> , 103(2), 73–78. https://doi.org/10.3163/1536-5050.103.2.003 Rethlefsen, M. L., Murad, M. H., &	➤ Meet via Collaborate Ultra on Monday May 29 from 6:30– 9:00 pm Halifax time ➤ Mini Assignment #4 due June 11

		<p>Livingston, E. H. (2014). Engaging Medical Librarians to Improve the Quality of Review Articles. <i>JAMA</i>, 312(10), 999–1000. https://doi.org/10.1001/jama.2014.9263</p> <p>Saleh, A. A., Ratajeski, M. A., & Bertolet, M. (2014). Grey Literature Searching for Health Sciences Systematic Reviews: A Prospective Study of Time Spent and Resources Utilized. <i>Evidence Based Library & Information Practice</i>, 9(3), 28–50. https://doi-org.ezproxy.library.dal.ca/10.18438/B8DW3K</p> <p>Resources:</p> <p>Dalhousie University LibGuide: Knowledge Synthesis: https://dal.ca.libguides.com/systematicreviews</p> <p>Open Evidence Reviews: https://www.cebm.net/category/open-evidence-reviews/</p> <p>Cochrane Library: https://www.cochranelibrary.com/cdsr/about-cdsr</p> <p>Cochrane Handbook for Systematic Reviews of Interventions: https://training.cochrane.org/handbook/current</p> <p>Please read Part 1, Chapter 1: Introduction and</p> <p>Part 2, Chapter 4: Searching for and selecting studies</p> <p>Recordings:</p> <p>Searching the Scopus Database (YouTube from University of Manitoba)</p>	
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		<p>Libraries): This is a long video with a deep dive into Scopus. https://www.youtube.com/watch?v=UJ6FJoiWkI8</p> <p>Searching Web of Science: (Series of short videos from University of Ottawa Libraries) https://uottawa.libguides.com/c.php?g=409395&p=5140251</p>	
<p>Week 6: Week of June 5</p>	<p>Research Lifecycle, Research Data Management, Health Informatics</p> <ul style="list-style-type: none"> ➤ Research Lifecycle ➤ Impact Factors ➤ Organization and maintenance of data <p>Health Informatics</p> <ul style="list-style-type: none"> ➤ Sources for Health Statistics ➤ Sources for Health Data 	<p>Readings:</p> <p>Iyamu, T. (2020). A framework for selecting analytics tools to improve healthcare big data usefulness in developing countries. <i>South African Journal of Information Management</i>, 22(1), 1–9. Library Literature & Information Science Full Text (H.W. Wilson). http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=llf&AN=148389100&site=ehost-live</p> <p>Maxwell, D. (2016). The Research Lifecycle as a Strategic Roadmap. <i>Journal of Library Administration</i>, 56(2), 111–123. Library, Information Science & Technology Abstracts. http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=lxh&AN=112998996&site=ehost-live</p> <p>Pastorino, R., De Vito, C., Migliara, G., Glocker, K., Binenbaum, I., Ricciardi, W., & Boccia, S. (2019). Benefits and challenges of Big Data in healthcare: an overview of the European initiatives. <i>European journal of public health</i>, 29(Supplement_3), 23–27. https://doi.org/10.1093/eurpub/ckz168</p> <p>Ragon, B. (2019). Alignment of library services with the research lifecycle. <i>Journal of the Medical Library</i></p>	<ul style="list-style-type: none"> ➤ Meet via Collaborate Ultra on Monday June 5 from 6:30-9:00 pm Halifax Time ➤ Research Paper topics finalized and approved by June 25 ➤ Mini- Assignment #4 due June 11 ➤ Evaluating Health Information Assignment due June 25

		<p>Association, 107(3), 384–393. Library, Information Science & Technology Abstracts. http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=lxh&AN=137311825&site=ehost-live</p> <p>Resources:</p> <p>National Library of Medicine: https://n.nlm.gov/guides/data-thesaurus/research-lifecycle</p> <p>Canada Tri-Agency Research Data Management Policy: https://www.science.gc.ca/eic/site/063.nsf/eng/h_97610.html</p> <p>Canadian Association of Research Libraries (CARL) Research Data Management Initiatives: https://www.carl-abrc.ca/advancing-research/research-data-management/</p> <p>Memorial University Libraries, Research Data Management LibGuide: https://guides.library.mun.ca/datamanagement</p> <p>Select Health Data Cites:</p> <p>Canadian Institute for Health Information (CIHI): https://www.cihi.ca/en</p> <p>Nova Scotia and New Brunswick Health Atlas: http://healthatlas.ca/</p> <p>Dalhousie University Libraries LibGuides (Data): https://dal.ca.libguides.com/data/dli https://dal.ca.libguides.com/data/nova-scotia (browse the Health Data section)</p>	
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Week 7:	Break		Rest and recharge. Have a great break!!
Week of June 12			

Week 8:	Consumer Health	Readings:	➤ Learner led discussion week
Week of June 19	Patient Health	de Almeida Andrade, F., & Schlechta Portella, C. F. (2018). Research methods in complementary and alternative medicine: an integrative review. <i>Journal of integrative medicine</i> , 16(1), 6–13. https://doi.org/10.1016/j.joim.2017.12.001	➤ Evaluating Health Information Assignment due June 25
	Complementary and Alternative Medicine	Ernst E. (2000). The role of complementary and alternative medicine. <i>BMJ (Clinical research ed.)</i> , 321(7269), 1133–1135. https://doi.org/10.1136/bmj.321.7269.1133	➤ Mini-Assignment #5 due July 9
		Millican, K. (2014). How Are Medical Librarians Addressing Health Literacy Barriers? <i>Serials Librarian</i> , 67(3), 260–275. https://doi-org.ezproxy.library.dal.ca/10.1080/0361526X.2014.915606	
		Resources:	
		Medline Plus: https://medlineplus.gov/Evaluating health information on the internet (concordia.ca)	
		Use the CRAAP test to Evaluate Online Information: https://library.carleton.ca/guides/subject/evaluating-sources-use-craap-test	
		Recordings:	
		Young N. How to empower patients with medical data. [internet]. Toronto. CBC radio; 2016 Mar 6. Podcast in three parts. Available from	

		https://www.cbc.ca/radio/spark/312-growth-and-the-start-up-economy-twitter-bot-art-and-more-1.3471294/how-to-empower-patients-with-medical-data-1.3471340	
Week 9: Week of June 26	Grey Literature Social Media and Health Information Bias	Readings: Hamborg, F., Donnay, K., & Gipp, B. (2019). Automated identification of media bias in news articles: An interdisciplinary literature review. <i>International Journal on Digital Libraries</i> , 20(4), 391–415. Library, Information Science & Technology Abstracts. http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=lxh&AN=139744493&site=ehost-live London, D. A., Andelman, S. M., Christiano, A. V., Kim, J. H., Hausman, M. R., & Kim, J. M. (2019). Is Wikipedia a complete and accurate source for musculoskeletal anatomy?. <i>Surgical and radiologic anatomy : SRA</i> , 41(10), 1187–1192. https://doi.org/10.1007/s00276-019-02280-1 Saleh, A. A., Ratajeski, M. A., & Bertolet, M. (2014). Grey Literature Searching for Health Sciences Systematic Reviews: A Prospective Study of Time Spent and Resources Utilized. <i>Evidence Based Library and Information Practice</i> , 9(3), 28–50. https://doi.org/10.18438/B8DW3K Smith D. A. (2020). Situating Wikipedia as a health information resource in various contexts: A scoping review. <i>PloS one</i> , 15(2), e0228786. https://doi.org/10.1371/journal.pone.0228786 . (n.d.) Zhao, Fu, S., & Chen, X. (2020). Promoting users' intention to share	➤ Learner led discussion week ➤ Mini-Assignment #5 due July 9

		<p>online health articles on social media: The role of confirmation bias. <i>Information Processing & Management</i>, 57(6), 102354–102354. https://doi.org/10.1016/j.ipm.2020.102354</p>	
<p>Week 10: Week of July 3</p>	<p>Reference, Instruction and Collection Development in Health Libraries</p> <p>Point of Care Tools</p> <p>One Health</p> <p>Professional Development</p>	<p>Readings:</p> <p>Luo, Lili. "Consumer Health Reference Interview: Ideas for Public Librarians." <i>Public Library Quarterly (New York, N.Y.)</i> 34.4 (2015): 328-53. Web. https://novanet-primo.hosted.exlibrisgroup.com/permalink/f/ljnbc9/TN_cdi_crossref_primary_10_1080_01616846_2015_11_06897</p> <p>Pastva, J., Shank, J., Gutzman, K. E., Kaul, M., & Kubilius, R. K. (2018). Capturing and Analyzing Publication, Citation, and Usage Data for Contextual Collection Development. <i>Serials Librarian</i>, 74(1–4), 102–110. https://doi-org.ezproxy.library.dal.ca/10.1080/0361526X.2018.1427996</p> <p>Purnell, M. (2020). Findings from a training needs analysis survey to support health professionals across the research lifecycle. <i>Health Information & Libraries Journal</i>, 37(2), 118–127. https://doi-org.ezproxy.library.dal.ca/10.1111/hir.12303</p> <p>Zarghani, Maryam, Leila Nemati-Anaraki, Zahra Dinpajoo, Arezoo Ghamgosar, Sedegheh Khani, and Maryam Khazae-Pool. "Skills and Key Education Needed for Clinical Librarians: An Exploratory Study from the Librarians' Perspectives." <i>BMC Medical Informatics and Decision Making</i> 21.1 (2021): 240.</p>	<ul style="list-style-type: none"> ➤ Learner led discussion week ➤ Mini-Assignment #5 due July 9

		<p>Web https://novanet-primohosted.exlibrisgroup.com/permalink/f/ljnbc9/TN_cdi_doaj_primary_oai_doaj_org_article_c0f2736a132145f1bf1b84e700c2d190</p> <p>Collection Development of Library (Blog Post) Collection Development of Library - Library & Information Science Network (lisedunetwork.com)</p>	
<p>Week 11</p> <p>Week of July 10</p>	<p>Health Libraries Management and leadership in the profession</p> <ul style="list-style-type: none"> ➤ Human resource management ➤ Budgeting ➤ Decision making <p>Future of Health Librarianship</p> <p>Issues in Health Librarianship</p>	<p>Readings:</p> <p>Cooper, D. (2015). Disruptive technology and medical librarians. <i>Journal of the Medical Library Association</i>, 103(1), 1–2. Library, Information Science & Technology Abstracts. http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=lxh&AN=100345940&site=ehost-live</p> <p>Cukier, S., Helal, L., Rice, D. B., Pupkaite, J., Ahmadzai, N., Wilson, M., Skidmore, B., Lalu, M. M., & Moher, D. (2020). Checklists to detect potential predatory biomedical journals: a systematic review. <i>BMC medicine</i>, 18(1), 104. https://doi.org/10.1186/s12916-020-01566-1</p> <p>Goddard, J. (2020). Public Libraries Respond to the COVID-19 Pandemic, Creating a New Service Model. <i>Information Technology & Libraries</i>, 39(4), 1–4. https://doi.org.ezproxy.library.dal.ca/10.6017/ital.v39i4.12847</p> <p>Greyson, D., Surette, S., Dennett, L., & Chatterley, T. (2013). “You’re just one of the group when you’re embedded”: report from a mixed-method</p>	<ul style="list-style-type: none"> ➤ Meet via Collaborate Ultra on July 10 from 6:30-9:00 pm Halifax Time

		<p>investigation of the research-embedded health librarian experience. <i>Journal of the Medical Library Association</i>, 101(4), 287–297. https://doi.org.ezproxy.library.dal.ca/10.3163/1536-5050.101.4.010</p> <p>Raszewski, R., Dwyer, J., & Griffin, T. (2019). Health Informatics Educational Offerings through ALA-Accredited LIS Programs. <i>Journal of Education for Library & Information Science</i>, 60(1), 62–82. Library, Information Science & Technology Abstracts. http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=lxh&AN=134438722&site=ehost-live</p> <p>Shamseer, L., Moher, D., Maduekwe, O., Turner, L., Barbour, V., Burch, R., Clark, J., Galipeau, J., Roberts, J., & Shea, B. J. (2017). Potential predatory and legitimate biomedical journals: can you tell the difference? A cross-sectional comparison. <i>BMC medicine</i>, 15(1), 28. https://doi.org/10.1186/s12916-017-0785-9</p> <p>Wong, G. K. W. (2019). A Tool for Academic Libraries to Prioritize Leadership Competencies. <i>College & Research Libraries</i>, 80(5), 597–617. https://doi.org.ezproxy.library.dal.ca/10.5860/crl.80.5.597</p>	
<p>Week 12 Weeks of July 17 and 24</p>	<p>Independent Learning Module</p>	<p>O’Dwyer, L. C., & Wafford, Q. E. (2021). Addressing challenges with systematic review teams through effective communication: a case report. <i>Journal of the Medical Library Association</i>, 109(4), 643–647. https://doi-</p>	<ul style="list-style-type: none"> ➤ Mini Assignment #6 Due July 30, 2023 ➤ Presentations due July 31 ➤ Research Papers due August 8

		org.ezproxy.library.dal.ca/10.5195/jmla.2021.1222	
Week 13: July 31	Presentations and Wrap-up		<ul style="list-style-type: none"> ➤ Meet via Collaborate Ultra on July 31 from 6:30-9:00 pm Halifax Time ➤ Presentations due by 5pm on July 31
End:			<ul style="list-style-type: none"> ➤ Research Papers due: August 8th