COURSE DESCRIPTION

Info 6750 introduces students to information resources and services used in health sciences settings with an emphasis on publicly funded health services and on clients’ information needs and uses.

COURSE PRE-REQUISITES

- INFO 5530 Information Sources & Retrieval or instructor approval
- Students must know how to use citation software, such as RefWorks; import references; eliminate duplicate references; and create and share folders.

LEARNING OBJECTIVES

1. To explore health information management in various settings and consider the forces that continue to shape the work of health information professionals.
2. To learn about Canadian health services, their development, relevant legislation and typical organization.
3. To understand the need to continuously engage with users to understand their changing information needs within the context of their work, and to continually assess and evaluate resources and services.
4. To understand evidence-informed practice, and learn about systematically searching for, finding and appraising the research literature.
5. To apply methods used in systematic searches, environmental scans and jurisdictional reviews and to develop skills and competencies in these, including selecting health information resources.
LEARNING OUTCOMES

At completion of this course, students will

- Understand the nature and form of health information, its users and their needs and uses, and the roles of the different health information professionals and health information gatekeepers.
- Apply health information practices in different settings such as public libraries, research organizations, academic organizations, professional associations, and health services.
- Analyze health information services needs of 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.
- Understand and reflect on how a health information professional’s skills might be extended beyond published information to provide leadership in other areas within the organization.
- Evaluate complex searches for health information and be able to create basic and comprehensive literature search strategies for diverse purposes and audiences.
- Understand issues facing health information managers, including accreditation and business planning.
- Understand the nature of group work and decision making in health settings.

TECHNOLOGY USED

May include, but will not be limited to:

- Full text and bibliographic databases, including PubMed, CINAHL, Embase and Cochrane Library
- Online drug and clinical information resources
- Productivity content/data managers: Microsoft Office (MS Access, Excel, Word)
- Citation management software such as Refworks
- Brightspace will be used to manage information associated with the course with videos from YouTube and Panopto, and webinar sessions using Collaborate Ultra (requires headset or speakers plus microphone; performs best using Chrome web browser and wired internet connection).

Depending on student choices for assignments, other technology may be employed, for example:
• Systematic review software such as Rayyan or Covidence
• Survey software: Opinio/CheckBox/SurveySelect or Survey Monkey

INSTRUCTIONAL METHODS
Instruction will be conducted online by various means, through the Brightspace Learning Management System, including:

• Synchronous online lectures will be scheduled throughout the semester and will explore different needs, uses and sources of information. Discussion will include practical approaches for providing client and organizational support and personal professional development.

• Asynchronous, recorded lectures prepared or identified by the instructors will cover content relevant to the learning objectives.

• Online discussion & readings: Students will be assigned readings, videos, and webinars intended to provide background for class discussion on various information issues. Discussion will contribute to class participation grade. Students will sign up to be a discussion leader once or more during the course.

• Self-directed Labs: Some weeks will include working on hands on lab exercises where students will receive video instruction based on established methods and best practices. The instructors will be available at multiple points during that week as virtual lab monitors. Quizzes will provide immediate feedback on learning acquired from pre-lab work and lab exercises.

• Small group case-based learning: with the guidance of facilitators, students will discuss cases for self-directed learning in small groups.

• Assignments: Assignments will give students opportunity to develop and reinforce skills and competencies.

• Guests: Invited guest speakers will be involved in a few sessions throughout the semester. Diverse professional perspectives will also be introduced through video biographies and case facilitators.

LEARNING MATERIALS
No textbook, but in addition to assigned readings and online videos/webinars, the following will be useful:


*If you are outside of Halifax, see Distance services at the Dal libraries https://libraries.dal.ca/services/distance-services.html

*Or check your local University library and get a University affiliate/reciprocal agreement card, see here: https://libraries.dal.ca/borrow/library-cards.html#external

METHODS OF EVALUATION

Detailed instructions regarding each assignment will be provided. 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.

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>DETAILS</th>
<th>DUE DATE</th>
<th>VALUE</th>
</tr>
</thead>
</table>
| Search Project               | This project is based on the skills developed in the labs and is the type of work that health librarians do regularly. | Stage 1 – Due Feb 3  
Stage 2 – Due Feb 10  
Final project due – Feb 27 | 25%   |
| Case/Reference Work          | See details for cases under Instructional methods. Cases and reference work will develop reference interview skills as well as searching competencies | See course schedule                                                      | 10%   |
| Presentation                 | Paper pitch presentation                                               | Feb 16, with responses to colleagues due by Feb 28                      | 10%   |
| Paper (research or evaluation) | We base this paper on the rules and regulations for the Canadian Health Libraries Association Student Paper Prize. | April 1                                                                 | 25%   |
| Lab work (Quizzes)           |                                                                         | See course schedule                                                      | 10%   |
| Course Participation         |                                                                         | Throughout course                                                       | 15%   |
| Discussion Leadership        |                                                                         | Date selected first week of class                                        | 5%    |

*Due date/time is 11:59 pm on the date unless otherwise indicated.
## Participation Evaluation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation (Weighting: 40%)</td>
<td>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.)</td>
<td>The student is usually prepared for class: readings are generally completed and the student is sometimes able to relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.)</td>
<td>The student is rarely prepared for class: readings are seldom completed and the student is not able to relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.)</td>
</tr>
<tr>
<td>Quality of contributions (Weighting: 40%)</td>
<td>The student’s comments are relevant and reflect understanding of readings and other course material. The student’s contributions move the discussion forward.</td>
<td>The student’s comments usually reflect understanding of readings and other course material. The student’s contributions sometimes move the discussion forward.</td>
<td>The student’s comments rarely reflect understanding of readings and other course material. The student fails to make thoughtful responses to other students’ comments. The student’s contributions seldom move the discussion forward.</td>
</tr>
<tr>
<td>Frequency of participation (Weighting: 20%)</td>
<td>The student is actively engaged in the class and/or discussions at all times.</td>
<td>The student is actively engaged in the class and/or discussions at most weeks.</td>
<td>The student is seldom actively engaged in the class and/or discussions.</td>
</tr>
</tbody>
</table>

## Integration of MLIS Competencies

<table>
<thead>
<tr>
<th>PROGRAM COMPETENCY</th>
<th>COURSE LEARNING OUTCOME</th>
<th>COURSE ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Management of Information Technology</td>
<td>• Understand the nature and form of health information, its users and their needs and uses, and the roles of the different health information professionals and health information gatekeepers. • Analyze health information services needs of 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. Evaluate complex searches for health information and be able to create basic and</td>
<td>Search assignment &amp; Case/Reference work, variety of technology used in labs and assessed through quizzes. These skills will be applied in a search assignment which can potentially be used in their portfolio, demo or evidence of search skills are often required in Health Science Librarian interviews.</td>
</tr>
<tr>
<td>2. Information Management Leadership</td>
<td>Understand how a health information professional's skills might be extended beyond published information to provide leadership in other areas within the organization.</td>
<td>Also potential to further explore this topic through the research paper.</td>
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<tr>
<td>3. Risk and Change Management</td>
<td>Analyze health information services needs of 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.</td>
<td>Course readings, Guest speakers on Management and Evidence Based Practice.</td>
</tr>
<tr>
<td>4. User-centred Information Services</td>
<td>Understand the nature and form of health information, its users and their needs and uses, and the roles of the different health information professionals and health information gatekeepers. Apply basic health information practices in different settings such as public libraries, research organizations, academic organizations, professional associations, and health services. Analyze health information services needs of 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. Evaluate complex searches for health information and be able to create basic and comprehensive literature search strategies for diverse purposes and audiences. Understand how a health information professional’s skills might be extended beyond published information to provide leadership in other areas within the organization.</td>
<td>Search assignment &amp; Cases/Reference work. Guest speaker on Consumer Health and data.</td>
</tr>
<tr>
<td>5. Research and Evaluation</td>
<td>Understand the nature and form of health information, its users and their needs and uses, and the roles of the different health information professionals and health information gatekeepers. Analyze health information services needs of 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</td>
<td>Guest speakers on Evidence based practice and Health services data and research data. Also the course work including the search assignment and research project as well as the readings will address this. Lab work and quizzes.</td>
</tr>
</tbody>
</table>
roles, and the health information they need and use
• Understand how a health information professional’s skills might be extended beyond published information to provide leadership in other areas within the organization
• Evaluate complex searches for health information and be able to create basic and comprehensive literature search strategies for diverse purposes and audiences.

6a. Workplace Skills & Attributes: Collaborate and communicate
• Understand the nature of group work and decision making in health settings.

Case work, discussion, paper pitch

6b. Workplace Skills & Attributes: Organize, Plan & Manage
• Understand issues facing health information managers, including accreditation and business planning.
• Analyze health information services needs of 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.

Search assignment, research paper, discussion, case work.

6c. Workplace Skills & Attributes: Develop Personally & Professionally
• Understand the nature and form of health information, its users and their needs and uses, and the roles of the different health information professionals and health information gatekeepers.

Search assignment, paper pitch, research paper, discussion leader, discussion, case work.

CLASS POLICIES

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

Absence from class (one class)
Students are required to inform the instructor ahead of time of any absence from class. This absence may affect participation marks or class activities.

Absence from class (extended)
• Emergencies
  o Contact the MLIS Program Coordinator and provide a list of the courses you are taking and your instructors’ names.
• Illness
  o Contact your instructor(s) as soon as possible prior to class to inform him or her of your illness.
All absences due to illness must be supported by a physician’s note to be submitted to the MLIS Program Coordinator (JoAnn Watson) with a list of courses you are taking and your instructors’ names.

Citation Style
As this course is on Health Information and Health Librarians support users using a variety of styles but most often Vancouver style, this course will require you to use Vancouver style. Please use Vancouver 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 Vancouver style, consult Dalhousie Library website at http://dal.ca.libguides.com/CitationStyleGuide/Vancouver and the NLM Citing Medicine: https://www.ncbi.nlm.nih.gov/books/NBK7256/

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 above). 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.

SIM Grading Policy

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>Demonstrates original work of distinction.</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>Demonstrates high-level command of the subject matter and an ability for critical analysis.</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>Demonstrates above-average command of the subject matter.</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>Demonstrates average command of the subject matter.</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>Demonstrates acceptable command of the subject matter.</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>Demonstrates minimally acceptable command of the subject matter.</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
<td>Unacceptable for credit towards a Master's degree.</td>
</tr>
</tbody>
</table>

ACCOMMODATION POLICY FOR STUDENTS
Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.
Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. 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. There is an honorarium of $75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to notetaking@dal.ca.

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

ACADEMIC INTEGRITY

In general:

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 Intellectual Honesty 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

ACCESSIBILITY

The Advising and Access Centre serves as Dalhousie’s Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie’s Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

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).

RECOGNITION OF MI’KMAQ TERRITORY

Dalhousie University would like to acknowledge that the University is on Traditional Mi’kmaq Territory.

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).
**Course readings and topics will be confirmed by the 2nd week of class based on class survey results.**

<table>
<thead>
<tr>
<th>Course Week topics and objectives</th>
<th>Readings/Videos</th>
<th>Reminders &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Syllabus review  &lt;br&gt; ✓ Class conduct agreement  &lt;br&gt; ✓ Introductions  &lt;br&gt; ✓ The people in health care  &lt;br&gt; ✓ PubMed</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 2. Jan 15</strong> &lt;br&gt; <strong>Introduction to Medical and Health Information</strong></td>
<td><strong>Read the following:</strong> &lt;br&gt; - Brettle A, Maden M, Payne C. The impact of clinical librarian services on patients and health care organisations. Health Info Libr J. 2016 Feb 1.  &lt;br&gt; - Young JM, Solomon MJ. How to critically appraise an article. Nat Clin Pract Gastroenterol Hepatolo. 2009 Jan; 6(2):82-91.</td>
<td>Pre-recorded session/videos  &lt;br&gt; Lab: Embase  &lt;br&gt; Embase pre-questions/Lab</td>
</tr>
<tr>
<td>Sources of health information</td>
<td></td>
<td></td>
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<tr>
<td>Embase</td>
<td>Read one of the following:</td>
<td></td>
</tr>
</tbody>
</table>

**Week 3. Jan 22**

**Introduction to Evidence Based Practice**

| History and purpose of EBP | Read the following: |
| Approach to finding and using evidence | • Ioannidis JP. Why most published research findings are false. Chance. 2005 Sep 1;18(4):40-7. |

**View the following:**

| Translation Searches: | Lab work: EBSCO (CINAHL/PsycINFO) |
| | http://dal.ca.libguides.com/c.php?q=257491&p=1720454 |
| | Please review the translating searches video & documents in the “Translating Searches” box at the above guide. |

**View one of the following:**

**Guest Lecture**

Lab exercises/Pre and Post-questions
### Week 4. Jan 29

**Cochrane Collaboration and Systematic Reviews; Looking for Grey Literature, Medical Devices and other related tools**

- Info pros role in Cochrane and evidence synthesis research
- Searching for evidence beyond bibliographic databases
- Appraising search results

**Read the following:**


Review Searching Checklists; Test and review sources on this page.

**Read one of the following:**


<table>
<thead>
<tr>
<th>Pre-recorded session/videos</th>
<th>Grey literature and Cochrane Library exercises</th>
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</thead>
<tbody>
<tr>
<td>Pre- and post-questions</td>
<td></td>
</tr>
</tbody>
</table>
### Week 5. Feb 5

**Drug Information**
- Types of drug related questions
- Sources of drug info

**Read the following:**

**Pre-recorded session**
- Search Assignment Stage 1 Due
- Lab: Drug Resources & Point of Care tools
- Drug resources & point of care tools exercises

### Week 6. Feb 12

**Consumer Health & Social Media**
- Health literacy
- Consumer health info types and sources
- Social media and health information

**Read the following:**
- Smith LS. When your patient can't read or write. Nursing. 2015 Feb 1;45(2):67-9.

**Listen to the following:**


**Guest Speaker**
- Search Assignment Stage 2 peer review due Feb 10
- Presentation for Paper topic due by Feb 16 – please post respond to colleagues by Feb 28
**economy-twitter-bot-art-and-more-1.3471294/how-to-empower-patients-with-medical-data-1.3471340**

**Read two of the following:**

- Egeland M. Hospital Librarians: From Consumer Health to Patient Education and Beyond. Journal of Hospital Librarianship. 2015 Jan 2;15(1):65-76.

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Feb 19</th>
<th>Study Break</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 8. Feb 26</th>
<th>Study Break</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health Research Methods and Research Data Management Planning</strong></td>
<td></td>
</tr>
<tr>
<td>✓ Research design for different health questions</td>
<td>Read the following:</td>
</tr>
<tr>
<td></td>
<td>✓ Study designs: <a href="http://www.cebm.net/study-designs/">http://www.cebm.net/study-designs/</a></td>
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<tr>
<td></td>
<td>Case work 1</td>
</tr>
<tr>
<td></td>
<td>Post responses to peer presentations by Feb 28</td>
</tr>
<tr>
<td>✓ Working with researchers and supporting RDM</td>
<td>View the following:</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>• Hanson K, Read K, Surkis A. How to avoid a data management nightmare. Available from: <a href="https://www.youtube.com/watch?v=nNBiCcBlwRA">https://www.youtube.com/watch?v=nNBiCcBlwRA</a></td>
<td></td>
</tr>
<tr>
<td>• NYU Health Sciences Library. Data Sharing and Management Snafu in 3 Short Acts. Available from: <a href="https://www.youtube.com/watch?v=N2zK3sAtr4">https://www.youtube.com/watch?v=N2zK3sAtr4</a></td>
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</tr>
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</table>

**Week 9. Mar 5**

**Health Policy & Systems**

- ✓ Role of info pros in health policy development
- ✓ Overview of Canadian Health system

Health information, research, and services for different populations in Canada

Read the following:


Read two of the following:


**Week 10. Mar 12**

**Health Statistics**

- ✓ Sources of health data

Read the following:


Guest Speaker

Lab questions

**Week 11. Mar 19**

**Research Life Cycle**
- Medical informatics
- Research publications: impact and lifecycle (predatory publishing, metrics, etc.)
- Collections

**Read the following:**
- Potential predatory and legitimate biomedical journals: can you tell the difference? A cross-sectional comparison http://bmcmedicine.biomedcentral.com/articles/10.1186/s12916-017-0785-9
- Mistreli T. Eliminating the impact of the Impact Factor. J Cell Biol May 2013, 201 (5) 651-652; DOI: 10.1083/jcb.201304162

**Listen to the following:**

**Group review and discussion of comprehensive searches**
<table>
<thead>
<tr>
<th>Week 12. Mar 26</th>
<th>Read the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Library Management: business planning, supervision, collections and more</td>
<td>• Wood S. Introduction to Health Sciences Librarianship. Chapter 14 - Library Administration in Health Sciences Librarianship [Scanned PDF below]</td>
</tr>
<tr>
<td></td>
<td>• Ratcliffe, R. What's the difference between leadership and management? The Guardian, July 2013  <a href="http://www.theguardian.com/careers/difference-between-leadership-management">http://www.theguardian.com/careers/difference-between-leadership-management</a></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Week 13. Apr 2</th>
<th>Read one of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Karasmanis S, Murphy F. Emerging roles and collaborations in research support for academic health librarians. Australian Library and Information Association National 2014 Conference 2014 Sep 15: 274-84.</td>
</tr>
</tbody>
</table>

Read one of the following:
<p>| | |</p>
<table>
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<th></th>
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**Week 14. Apr 9 &10**  
No class, finish up bonus options and add final comments to discussion.  
Review final paper comments and consider submitting to JCHLA paper prize.