SLIS 5670: MEDICAL INFORMATICS
SUMMER I 2002
MICHELYNN MCKNIGHT

COURSE INFORMATION

Contact Information

Instructor:  Michelynn McKnight, MM, MS/LIS, AHIP
Director, Health Sciences Library
Norman Regional Hospital
P.O. Box 1308
901 North Porter
Norman, Oklahoma 73070

Office Hours:  You may contact me anytime via WebCT e-mail or UNT e-mail. Telephone office hours are Saturday, June 15 from 10 a.m. to 4 p.m. (405-249-5338) or by appointment.

Voice Mail:  405-307-1425
Fax:  405-360-6605
E-mail:  WebCT e-mail or mcknight@unt.edu

Due to professional commitments, I will be traveling heavily during the week of June 7th through June 14th (California, Illinois, and Maryland). During this time period, you may contact Jodi Philbrick through WebCT e-mail (jlw0059) if you have any questions or problems.

General Communication Information

Your e-mails will be read as soon as possible, but please do not expect immediate answers. We will respond as soon as possible.

The WebCT Discussions is a public bulletin board that will be seen by all students. If you have questions or concerns that you do not want made public, please direct them to the instructor in WebCT e-mail.

Please be sure to include your name on all documents that are sent as attachments. When attachments are printed, they become separate from the e-mail that you originally sent. Including your name on all attachments will help insure that your assignments are received and that you are given credit for them.

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5670. Seminar in Information Resources and Services in Special Fields

3 hours. Intensive study of resources and services in selected special fields. Problems in subject specialization. Prerequisite(s): consent of school. May be repeated for credit as topics vary.

The topic for the Summer I 2002 seminar will be the information-seeking behavior of health care providers. The seminar will identify the major health care provision professions, how and where they work, and what information they seek and use in their work. The seminar will also examine the methods that can be used to study information-seeking behavior of health care professionals, the role of traditional libraries in providing information services useful to the professionals, and any additional information services of use to the professionals that may be provided by health information professionals.

Course Objectives

1. To introduce the student to the variety and breadth of health care provision professions.
2. To understand the working environment of health care providers.
3. To familiarize the student with the methods of how to study the information-seeking behavior of health care providers.
4. To acquaint the student with the type of information that health providers seek and use in their workplace.
5. To develop an understanding of information services provided from traditional libraries.
6. To explore additional information services that health information professionals may provide for health care providers.

By the end of the seminar, the student will have addressed the following questions:
   • What are the major health care provision professions?
   • How and where do the health care providers work?
   • How can we study the information-seeking behavior of health care providers?
• What information services do health care providers receive from traditional libraries?
• What additional information services might health information professionals provide for health care providers?

Teaching and Learning Methods

Course information will be presented in lectures, readings, online sources, and class discussions (both in class and via WebCT). Guests and students will be delivering class presentations throughout the course.

Course Requirements and Grading System

<table>
<thead>
<tr>
<th>Class Participation in Discussions</th>
<th>25%</th>
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<tbody>
<tr>
<td>Final Project</td>
<td>75%</td>
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<td>100%</td>
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Class Policies

Class Attendance

Since the class meets only three Friday evenings and three Saturdays, attendance at all sessions is required. Students who cannot meet this requirement should not stay enrolled in this course. Unexcused absences of more than an hour will result in lowering the final grade by one full letter. The instructor may permit an excused absence if (1) the student has spoken with her before class and (2) the reason is truly a serious emergency and not a social convenience. Since Friday afternoon traffic in the Metroplex can be heavy, students driving to Denton should allow enough time for serious traffic delays.

Incompletes

The School advises its faculty to be very strict about the conditions under which a student is allowed to take an incomplete in a regularly scheduled, letter graded course. Please check with the instructor in the event an incomplete may become necessary.
University Policies

The School fully subscribes to the University’s codes, policies, and procedures involving academic misconduct, grievances, sexual and ethnic harassment, and discrimination based upon physical handicap. You should acquaint yourself with both your responsibilities and your protections.

Academic Misconduct

Cheating and disciplinary action for cheating is defined by the UNT Policy Manual Code of Student Conduct and Discipline. Cheating is an act of academic dishonesty. It is defined and will be handled as follows: "Plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test; copying tests, assignments, reports, or term papers; representing the work of another as one's own; collaborating, without authority, with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty."

"Academic dishonesty matters may first be considered by the faculty member who may assign penalties such as failing, reduction or changing of a grade in a test, course, assignment, or other academic work, denial of a degree and/or performing additional academic work not required of other students in the course. If the student does not accept the decision of the faculty member, he/she may have his/her case heard by the academic department chairperson or head for review of his/her case. If the student does not accept the decision of the academic department chairperson, he/she may then follow the normal appeal procedures listed in Disciplinary Procedures."

Statement on ADA Compliance Policy

Any student with a disability that will require accommodation under the terms of federal regulations must present a written accommodation request to the instructor on or before the second week of class. Copies of the School's ADA Compliance Policy - http://www.unt.edu/oda/oda-facg.htm#Univ, ADA Policy on Auxiliary Aids and Reasonable Accommodation, and ADA Grievance Procedures - http://www.unt.edu/oda/oda-nond.htm; are available through the School Office (ISB 205; 940-565-2445). It is also recommended that the student register with the Office of Disability Accommodation (University Union 318-A; 940-565-4323) - or http://www.unt.edu/oda/index.htm. For more information see
 COURSE REQUIREMENTS

Class Participation in Discussions (25%)

Each student is expected to read the assigned readings for each class meeting, and be prepared to discuss the readings in class. You will be graded on your reflection on the questions at hand and understanding of the assigned readings for the question.

Final Project (75%)

Each student will examine the information-seeking behavior of a particular health care profession (As approved by the instructor; no two students shall report on the same kind of health care provider.) The student will identify and study literature on the information behavior of this profession and conduct a personal interview with one or more practitioners.

The student will make an oral presentation of this study and lead a class discussion of the information behavior of this profession for a minimum of thirty minutes and a maximum of sixty minutes.

The student will also complete a paper in APA or Chicago style which includes a description of the profession's work, a survey of the literature on its information behavior, a discussion of its current use of library and information services and suggestions for better services for this profession. The main body of the paper (not including bibliography or appendices) must be at least eight pages double-spaced. A transcription or thorough narrative description of one or more practitioner interviews should be an appendix to the paper.

The paper should be submitted in a Word document to the instructor via WebCT e-mail as an attachment or in hard copy to the instructor on the last day of class.

Presentations will begin June 22nd, and all papers must be submitted by the end of class on June 29th.
There are two reading lists for the course: required and supplementary. The supplementary reading list includes articles that enhance and expand on the topics covered in the course.

**Required Reading List**

All required reading should be done *prior* to the date listed below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Required Reading</th>
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<tbody>
<tr>
<td>Author(s)</td>
<td>Title</td>
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<tr>
<td>------------------------------------------------</td>
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<tr>
<td>McKnight, M.</td>
<td>&quot;Beyond surveys: finding out why.&quot;</td>
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Supplementary Reading List


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**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
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<tbody>
<tr>
<td><strong>Friday, May 31</strong></td>
<td>Course Introduction</td>
</tr>
<tr>
<td>6:00 p.m.-</td>
<td>Questions</td>
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<tr>
<td>9:00 p.m.</td>
<td>• What are the major health care provision</td>
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<td></td>
<td>professions?</td>
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<td></td>
<td>• How and where do the health care providers</td>
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<td>work?</td>
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<tr>
<td><strong>Saturday, June 1</strong></td>
<td>Question</td>
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<tr>
<td>9:00 a.m.-</td>
<td>• How can we study the information-seeking</td>
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<td>Noon</td>
<td>behavior of health care providers?</td>
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<td></td>
<td>Guest Speaker</td>
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<tr>
<td></td>
<td>• Adrienne Turner, Medical Student - TAMU</td>
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<tr>
<td><strong>1:00 p.m. - 5:00 p.m.</strong></td>
<td>Question</td>
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<td>• What type of information do health care</td>
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<td>providers seek and use in their workplace?</td>
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<td>Guest Speaker</td>
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<td></td>
<td>• Wanda Sneed, B.S.N., M.N., R.N. - Tarleton</td>
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<td>State University</td>
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<td><strong>Friday, June 21</strong></td>
<td>Question</td>
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<td>6:00 p.m.</td>
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<td>Time</td>
<td>Event</td>
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<tr>
<td>9:00 p.m.</td>
<td>What information services do health care providers receive from traditional libraries?</td>
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<td>Video</td>
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<td></td>
<td>Norman Regional Hospital Health Care Providers</td>
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<td>Saturday, June 22</td>
<td>Student Presentations/Discussions</td>
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<tr>
<td>9:00 a.m.-</td>
<td>Guest Speaker</td>
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<td>Noon</td>
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<td>Melissa DeMorris, Pharm.D., M.S., R.Ph. - Walgreens</td>
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<tr>
<td>1:00 p.m.-</td>
<td>Student Presentations/Discussions</td>
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<td>5:00 p.m.</td>
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<tr>
<td>Friday, June 28</td>
<td>Question</td>
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<tr>
<td>6:00 p.m.-</td>
<td>What additional information services might health information professionals provide for health care providers?</td>
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<td>9:00 p.m.</td>
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<tr>
<td>Saturday, June 29</td>
<td>Student Presentations/Discussions</td>
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<tr>
<td>9:00 a.m.-</td>
<td>Guest Speaker</td>
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<td>Noon</td>
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<td>Carla LaCroix, M.S. - Consumer Health, Dallas Public Library</td>
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<tr>
<td>1:00 p.m.-</td>
<td>Student Presentations/Discussions</td>
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<tr>
<td>5:00 p.m.</td>
<td>Chat</td>
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<td>Margaret (Peg) Allen, M.L.S., AHIP - Cinahl Information Systems &amp; Northern and Southern Wisconsin Area Health Education Centers</td>
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<td></td>
<td>Conclusion</td>
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