THE UNIVERSITY OF BRITISH COLUMBIA

School of Information
Faculty of Arts

We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ speaking Musqueam people.

iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

Course Number and Name – Course Syllabus (3)

Program:	LIBR 534: Health Information Sources and Services
Year:	2020
Course Schedule:	Tuesdays, 6-9pm
Location:	Online via Zoom
Instructors:	Vanessa Kitchin & Colleen Pawliuk
Office location:	via Zoom (email to confirm time, otherwise there may be a wait)
Office hours:	Tuesdays, 5-6pm
E-mail address:	vanessa.kitchin@ubc.ca
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Learning Management Site:	http://lthub.ubc.ca/guides/canvas/

Course Goal: This course will introduce students to the practice of health librarianship and the complexities of expert searching and knowledge synthesis.

FNCC specialization: The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If students would like to take this course for FNCC credit, they are invited to contact me to discuss this option.

Learning Outcomes:

Upon completion of this course students will be able to:

1. Effectively search bibliographic databases (e.g. MEDLINE, EMBASE, CINAHL, PubMed, PsycINFO etc.) [2.2, 4.1]
2. Understand and adapt to the field of health librarianship in different settings [1.1, 1.3, 1.4. 2.2, 3.2, 5.1]
3. Undertake end-user instruction and librarian-mediated search services to support clinical care and research. [2.1, 4.2]
4. Build a foundation for providing complex knowledge synthesis support in health sciences (e.g. constructing research consultations, advising a variety of researchers) [1.1, 4.1]
5. Articulate, understand and maintain current awareness of trends in evidence-based medicine, informatics, data management, and evidence-based teaching in healthcare [1.3]

Course Topics:

- Narrative
  - The process of conducting a narrative review
- Systematicity
  - Structuring knowledge syntheses
  - Creating search strategies in health databases

- - o Going grey and supplementary search techniques
  - o Challenges and opportunities
- Reproducibility
  - o Why reproducibility in searching? The searcher/searching role
  - o Trends in reproducibility and librarians' roles
- Efficiency
  - o The importance of efficient searching; rapid methodologies
  - o Scoping reviews & rapid reviews
- Metricization
  - o Measuring our value and helping our users measure theirs
- Multifaceted roles of health librarians
- Diversity and inclusion in Health Sciences

Prerequisites: MLIS and Dual MAS/MLIS: Completion of MLIS Core or permission of the iSchool Graduate Advisor; MAS: completion of MAS core and permission of the iSchool Graduate Advisor

Format of the course: Synchronous online course, including mini lectures, guest speakers, flipped classroom, group discussion and in-class exercises. Attendance and participation are expected and graded, with options for both synchronous and asynchronous participation.

Required and Recommended Reading: All readings are available through UBC Library or will be provided through Canvas.

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Participation	N/A	10%	1.1, 1.3, 1.4, 2.1, 3.1, 4.1
Assignment #1: Searching PubMed	Sep 29, 2020	20%	1.1, 1.3
Assignment #2: Searching Ovid MEDLINE & Embase	Oct 13, 2020	20%	1.1, 1.3
Assignment #3	Oct 27, 2020	20%	1.1, 1.3
Final paper and presentations	Dec 1, 2020	30%	3.1, 4.1

Course Schedule [week-by-week]:

Week & Date	Topic	Assignment Due
Week 1 September 8	**Narrative: The process of conducting a narrative review** ● Telling your story ● Searching for narrative ● Case reports and series as evidence	
Week 2 September 15	**Systematicity: Structuring knowledge syntheses** ● Developing a system ● The role of evidence in health and medicine	
Week 3 September 22	**Systematicity: Creating search strategies in health databases** ● Developing a search strategy in MEDLINE ● Translating your search to other databases (e.g. Embase, CINAHL, PsycINFO) ● Tools to help design search strategies	
Week 4 September 29	**Systematicity: Going grey and supplementary search techniques** ● Supplementary searching and grey literature ● Development of protocols	*Assignment #1 Due*
Week 5 October 6	**Systematicity: Challenges and opportunities** ● Poor quality studies and critical appraisal ● Poor quality reviews and their impact on health evidence	
Week 6 October 13	**Reproducibility: Why reproducibility in searching? The searcher/searching role** ● Open Science/ making data accessible ● The role of reproducible science in health and medicine ● Searching and reproducibility	*Assignment #2 Due*
Week 7 October 20	**Reproducibility: Trends in reproducibility and librarians' roles** ● Documentation management ● Search issues in documentation	
Week 8 October 27	**Efficiency: The importance of efficient searching; rapid methodologies** ● The impact of time and efficiency in searching in health and medicine	*Assignment #3 Due*
Week 9 November 3	**Efficiency: Scoping reviews & rapid reviews** ● Searching in an age of time and resource pressures ● The role of the scoping and rapid review	
Week 10 November 10	**Metricization: Measuring our value and helping our users measure theirs** ● Research and metrics ● Authorship ● Searching for metrics and impact	
Week 11 November 17	**Multifaceted roles of health librarians** ● Designing a research consult ● Collection development ● The different settings of health librarians	

Week & Date	Topic	Assignment Due
Week 12 November 24	**Diversity and inclusion in Health Sciences** ● Inequity in health systems and research ● Indigeneity, the importance of indigenization in health libraries in Canada ● Access to health information and issues with MeSH terms	
Week 13 December 1	**Final class presentations**	***Final paper due***

Evaluation: All assignments will be marked using the evaluative criteria given on the iSchool web site.

Required Materials: Class will be conducted using Zoom, which requires a computer, tablet or mobile device to access. Discussions and outside of class activities will be conducted in Canvas.

Academic Concession: If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **speak with me immediately** to find a solution for your missed coursework. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the Faculty of Graduate and Postdoctoral Studies' webpage on academic concession, and then contact me where appropriate.

Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (https://senate.ubc.ca/policies-resources-support-student-success)

Academic Integrity: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the UBC Calendar: Student Conduct and Discipline.

Academic Accommodation for Students with Disabilities: Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the Centre for Accessibility (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with Policy 73: Academic Accommodation for Students with Disabilities. Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Conflicting Responsibilities: UBC recognizes that students may occasionally have conflicting responsibilities that affect their ability to attend class or examinations. These may include: representing the University, the province or the country in a competition or performance; serving in the Canadian military; or observing a religious rite. They may also include a change in a student's situation that unexpectedly requires that student to work or take responsibility for the care of a family member, if these were not pre-existing situations at the start of term.

Students with conflicting responsibilities have a duty to arrange their course schedules so as to avoid, as much as possible, any conflicts with course requirements. As soon as conflicting responsibilities arise, students must notify either their instructor(s) or their Faculty Advising Office (e.g. Arts Academic Advising), and can request academic concession. Instructors may not be able to comply with all such requests if the academic standards and integrity of the course or program would be compromised. Varsity student-athletes should discuss any anticipated and unavoidable regular-season absences with the instructor at the start of term, and provide notice of playoff or championship absences in writing as soon as dates are confirmed.

Religious observance may preclude attending classes or examinations at certain times. In accordance with the UBC Policy on Religious Holidays, students who wish to be accommodated for religious reasons must notify their instructors in writing at least two weeks in advance. Instructors provide opportunity for such students to make up work or examinations missed without penalty.