



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmi̓ñəm̓ 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.

LIBR 534: Health Information Sources & Services Course Syllabus (3)

Program:	MLIS / DUAL
Year:	2022 WT1
Course Schedule:	Wednesday, 2-5pm
Location:	Hybrid delivery (check week details) In-person: Mathematics Building, Room 105 Online: via Zoom
Instructors:	Vanessa Kitchin & Colleen Pawliuk
Office location:	iSchool Adjunct Office / via Zoom (email to confirm time, otherwise there may be a wait)
Office hours:	Wednesday, 1-2pm
E-mail address:	vanessa.kitchin@ubc.ca cpawliuk@mail.ubc.ca
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:

- Stories and narrative as evidence
- The process of conducting a narrative review
- Evidence synthesis
- Creating search strategies in health databases
- Grey literature and supplementary search techniques
- Challenges and opportunities in systematic reviews
- Reproducibility in science and searching
- Disinformation and misinformation
- The importance of efficient searching
- The tools of automation
- Scoping reviews, rapid reviews and other efficient search methods
- Multifaceted roles of health librarians
- Measuring our value and helping our users measure theirs
- Research data management for evidence synthesis
- 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: Blended course with in-person and online classes, including mini lectures, a variety of guest speakers, flipped classroom, group discussion and in-class exercises. Attendance and participation are expected and graded.

Estimated number of weekly hours students should dedicate to this class (preparation activities + class activities): 10 hours

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	Throughout	10%	1.1, 1.3, 1.4, 2.1, 3.1, 4.1
Assignment #1: Searching PubMed	Oct 5, 2022	20%	1.1, 1.3
Assignment #2: Searching Ovid MEDLINE & Embase	Oct 26, 2022	20%	1.1, 1.3
Assignment #3: Searching EBSCO CINAHL and PsycINFO / Peer review systematic review search methods	Nov 16, 2022	20%	1.1, 1.3
Final paper and presentations	Dec 7, 2022	30%	3.1, 4.1



Course Schedule [week-by-week]:

Week & Date	Topic	Mode of Delivery	Assignment Due
Week 1 September 7	Introduction to the course; Stories and narrative as evidence	<i>In-person</i>	
Week 2 September 14	The process of conducting a narrative review; Introduction to evidence synthesis	<i>In-person</i>	
Week 3 September 21	Creating search strategies in health databases	<i>In-person</i>	
Week 4 September 28	Grey literature and supplementary search techniques	<i>Online</i>	
Week 5 October 5	Challenges and opportunities in systematic reviews	<i>In-person</i>	Assignment #1 Due
Week 6 October 12	Reproducibility in health sciences and searching; Disinformation & misinformation & our role in traversing that landscape	<i>Online</i>	
Week 7 October 19	The importance of efficient searching; The tools of automation	<i>Online</i>	
Week 8 October 26	Scoping reviews, rapid reviews and other efficient search methods	<i>In-person</i>	Assignment #2 Due
Week 9 November 2	Multifaceted roles of health librarians	<i>In-person at BC Children's Hospital.</i> <i>Directions and room details to follow.</i>	
November 9	Midterm break		
Week 10 November 16	Measuring our value and helping our users measure theirs	<i>In-person</i>	Assignment #3 Due
Week 11 November 23	Research data management for evidence synthesis Guest speaker: Dr. Zahra Premji, Health Research Librarian, University of Victoria	<i>Online</i>	
Week 12 November 30	Diversity and inclusion in Health Sciences	<i>Online</i>	
Week 14 December 7	Final class presentations; Course wrap-up	<i>In-person</i>	Final paper due



Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web site](#).

Required Materials: Online classes will be conducted using [Zoom](#), which requires a computer, tablet or mobile device to access. Online 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.