INST 408A-0101 Special Topics in Information Science: Consumer Health Informatics  
College of Information Studies, University of Maryland  
Mondays, 2:00 – 4:45 PM (Hornbake Library, North Wing, Room 0302H)  
Fall 2019

Co-Instructors:

<table>
<thead>
<tr>
<th>Beth St. Jean, Associate Professor</th>
<th>Fiona Jardine, Doctoral Candidate</th>
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<tbody>
<tr>
<td>Hornbake Building, Room 4117K</td>
<td>Hornbake Building, Room 4105</td>
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<tr>
<td><a href="mailto:bstjean@umd.edu">bstjean@umd.edu</a></td>
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</tr>
<tr>
<td>301-405-6573</td>
<td>301-602-3936</td>
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Office Hours:  
Beth St. Jean: Mondays, 5:00 to 6:00 PM, or by appointment.  
Fiona Jardine: Fridays 12:00 to 1:00 PM, or by appointment.

Our Liaison Librarian: Rachel Gammons, Head of Teaching and Learning Services, 4100C McKeldin Library, rgammons@umd.edu, 301-405-9120. [Research Guide: https://lib.guides.umd.edu/information_studies]

Catalog Description [Prerequisite: INST 201 (Introduction to Information Science)]
In this course, we will investigate the fields of Consumer Health Informatics and Information Behavior, focusing most heavily on their intersection – Consumer Health Information Behavior. We will explore people’s health-related information needs and whether, how, and why people seek out and use (or do not seek out and use) health information and the types of health information they find useful. We will also cover the important and interrelated topics of information avoidance, health behaviors, health literacy, digital health literacy, doctor-patient communication, and patient-to-patient communication through support groups and online communities. Throughout the course, we will also focus on the important concept of health justice – an ideal state in which everyone has an adequate and equitable capability to be healthy. We will identify populations that frequently experience social injustice and explore the information-related causes and broader consequences of the health inequities members of these populations tend to face. In the final week of the course, we will focus on ways to facilitate health-related information seeking and to promote health justice for all.

Extended Course Description
This course will introduce students to the field of Consumer Health Informatics, which focuses on consumers’ health-related information needs and ways to make information accessible to them. Our primary focus will be the intersection of Consumer Health Informatics and Information Behavior, which has been termed “Consumer Health Information Behavior” or CHIB. CHIB encompasses people’s health-related information needs, as well as the activities in which people engage (or not) in order to find, manage, share, use, etc. health information.

The first week of the course will provide an introduction to the broad field of Consumer Health Informatics, as well as to the ideals of the empowered consumer and the expert patient. From weeks 3 through 6, we will focus on people’s health-related information needs and their information behaviors. During weeks 7 through 9, we’ll cover the important topic of information avoidance and then investigate models and theories of both health-related information seeking and consumer health behavior.

In each of the final six weeks of the course, we will explore an important topic (or two) relating to Consumer Health Informatics. In week 10, we will shift our focus to the design of research studies and potential ethical challenges that may arise during offline and online investigations. For week 11, we’ll explore the important concept of health justice, as well as the need for cultural competence when working with people and their information needs within the health context. Week 12 will focus on consumer health literacy (including digital health literacy) and the many skills consumers need to be able to successfully find, understand, assess, and use health information. We will also cover the fundamental influence of health literacy on health disparities. During week 13, we will focus on doctor-patient communication, particularly focusing on how the Internet has changed consumer health information seeking and the doctor-patient relationship. In week 14, we will focus on patient-to-patient communication, looking at the influence
of social support on people’s health and their use of social networks and online communities for gathering and sharing health information. In the final week, we will discuss ways to facilitate people’s health-related information seeking and to promote health justice for all.

Throughout the course, students will develop a detailed understanding of Consumer Health Informatics, particularly Consumer Health Information Behavior and Health Justice. In this course, students will learn:

- Dimensions and aspects of Consumer Health Informatics;
- Roles that consumers may play in their own and others’ health and illness journeys;
- Health-related information needs, preferences, and information-seeking strategies of consumers;
- Models and theories of consumers’ health-related information behavior and of their health behavior;
- Techniques for conducting studies of consumers’ health-related information behaviors, as well as ethical challenges that may arise during the conduct of such research, whether carried out online or off;
- The state of health justice in the U.S. and the causes and consequences of health disparities;
- The role of health literacy (including digital health literacy) in influencing health outcomes;
- Factors, such as social support and the doctor-patient relationship, that can influence people’s health-related information behaviors, as well as their ultimate health outcomes;
- Strategies to facilitate consumer health information seeking and to promote health justice.

**Student Learning Outcomes**

Upon completion of the course, students will be able to:

- Demonstrate an understanding of the fields of consumer health informatics and information behavior, and particularly their intersection, consumer health information behavior;
- Demonstrate a familiarity with the health-related information behavior of consumers;
- Identify and describe the major types of factors found to influence people’s health-related information behaviors;
- Understand the important interrelationships between a person’s health-related information behaviors and their health behaviors and recognize the importance of taking a holistic, integrated approach to investigating both of these types of behaviors;
- Identify issues related to information communication between patients, and between patients and healthcare professionals;
- Demonstrate an understanding of the major models of information behavior and of consumer health information behavior, in particular;
- Recognize the potential applicability and usefulness of various information behavior and health behavior models when working with different patient populations;
- Describe the concept of health justice and explain its importance, including the types, causes, and consequences of the health inequities faced by different types of disadvantaged populations;
- Apply findings from previous empirical studies concerning the health-related information behaviors of a particular disadvantaged population and the health inequities they face in order to envisage future research investigations and/or potential solutions to improve their situations.

**Course Materials:** We will be using the following textbook for the course:


**Other Readings:** Other relevant readings will be assigned from journals, edited books, conference proceedings, etc. Links have been provided in the syllabus to a number of readings; additional assigned readings are available through our class Canvas site (under “Files> Readings”). All journal articles are also accessible through UMD Libraries. Please do not hesitate to contact me if you have any trouble locating assigned readings at any point in the semester.

Our course textbook, as well as the following additional books, have been placed on reserve for your use at McKeldin Library [in some cases, an e-book version is available as well, as indicated below].


Although it is not required for this course, you may also wish to browse through some of the following relevant journals/magazines and/or sign up to receive automatic alerts as new issues come out:

**General Information Behavior:**
- *Journal of the Association for Information Science and Technology (JASIS&T)*
- *Library & Information Science Research (LISR)*
- *Journal of Information Science*
- *Information Society*
- *Information Processing & Management (IP&M)*
- *Journal of Documentation (JDOC)*
- *Library Quarterly*
- *Library Trends*
- *Information Retrieval Journal*
- *Computers in Human Behavior*
- *Information Research* (http://informationr.net/ir/)
- *First Monday* (http://www.firstmonday.org/)
- *D-Lib Magazine* (http://www.dlib.org/)

**Specifically Health-Related:**
- *Journal of Medical Internet Research (JMIR)* (http://www.jmir.org/)
- *Journal of the American Medical Informatics Association (JAMIA)* (http://jamia.bmj.com/)
- *Social Science & Medicine*
- *Qualitative Health Research (QHR)*
- *Sociology of Health & Illness*
- *Journal of Health Communication*
• Journal of the Medical Library Association (JMLA)
• Journal of Consumer Health on the Internet
• Health Psychology
• Health Education and Behavior

Campus Policies: It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like:

• Academic integrity
• Student and instructor conduct
• Accessibility and accommodations
• Attendance and excused absences
• Grades and appeals
• Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies’ full list of campus-wide policies and follow up with me if you have any questions.

Policy on Academic Misconduct
Cases of academic misconduct will be referred to the Office of Student Conduct (https://www.studentconduct.umd.edu/) irrespective of scope and circumstances, as required by university rules and regulations. It is crucial to understand that the instructors do not have a choice of following other courses of actions in handling these cases. There are severe consequences for academic misconduct, some of which are permanent and reflected on the student’s transcript. For details about procedures governing such referrals and possible consequences for the student, see: https://president.umd.edu/sites/president.umd.edu/files/files/documents/policies/III-100A.pdf. It is very important that you complete your own course assignments, and do not share any work. The best course of action to take if you are having problems with an assignment for a class is to contact the instructor.

University of Maryland Code of Academic Integrity
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity (https://president.umd.edu/sites/president.umd.edu/files/files/documents/policies/III-100A.pdf), administered by the Student Honor Council (http://shc.umd.edu/SHC/Default.aspx). This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation of academic dishonesty, and plagiarism.

Special Needs: Students with disabilities should inform the instructor of their needs at the beginning of the semester. Please also contact the Accessibility & Disability Service (ADS) Office (https://www.counseling.umd.edu/ads/; 301-314-7682). ADS will make arrangements with the student and the instructor to determine and implement appropriate academic accommodations. Students encountering psychological problems that hamper their course work are referred to the Counseling Center (http://www.counseling.umd.edu/; 301-314-7651) for expert help.

Academic Assistance: If you’re experiencing difficulties in keeping up with the academic demands of this course, please consider contacting the University of Maryland Counseling Center, 1101 Shoemaker Building, 4281 Chapel Lane, 301-314-7651, https://www.counseling.umd.edu. The Counseling Center has provided some links to on-campus and online academic resources here: https://www.counseling.umd.edu/academic/.

Academic Assistance: Writing Center (http://www.english.umd.edu/academics/writingcenter): The University of Maryland Writing Center has tutors available in person and online to help you improve your writing, research, and critical thinking skills. The Writing Center also hosts a Grammar Hotline: 301-405-3785.

Emergency Preparedness: Please see the University’s Emergency Preparedness Website (https://prepare.umd.edu/) for information about the current status of the campus. If a class session needs to be rescheduled, I will e-mail you as soon as possible.
Course-Specific Policies:

**Attendance:** Students are expected to attend every class and to be present on time. If you will be unable to make it to a class, please e-mail me beforehand and please be sure to check in with a fellow student following class so that you can catch up on anything you missed. Attendance will be taken at the beginning of each class session. As per University policy, students may submit a self-signed note for a medically necessitated absence from a single lecture during the semester. Any student missing more than one lecture is required to provide documentation from the Health Center or from an outside health care provider that verifies the dates of treatment and the time frame during which the student was unable to meet academic responsibilities.

**In-Class Behavior:** Students are expected to arrive on time and to stay for the duration of the class, unless they have made prior arrangements with me. They are also expected to actively participate in every class – this will require that you **finish all assigned readings prior to each class session.** Please be on time for class and stay until the end, unless you have made special arrangements with me. Entering late and leaving early is distracting to the instructor and to other students. If you must enter late or leave early, please take the seat nearest an exit and enter or leave as quietly as possible. In general, be aware of the people around you and avoid doing things that will disturb them or otherwise prevent them from fully engaging with the content. Put your phones on silent before the start of class. If you need to make/take a phone call, please leave the classroom before doing so. Any student creating a disruption will be asked to leave for the day.

**Missed Deadlines:** If you will not be able to meet an assignment deadline, contact me at least 48 hours before the due date to explain why you will need to submit the assignment late; requests will be evaluated on a case-by-case basis. Assignments submitted more than seven days late will not be accepted. If you need to miss an exam because of outside circumstances (e.g., a religious holiday, military duties, work/athletic team travel), you must email me at least 48 hours before the exam to reschedule your exam time. If you miss an exam due to other circumstances (e.g., oversleeping), you will not be able to make up the exam. Exam extensions will not be granted beyond seven days.

**Late Assignments:** A 10% penalty will be deducted for each day or part of a day that an assignment is late. Please prepare in advance so that you will not encounter technical difficulties that will result in your work receiving a late penalty. If you have a conflict with the due date, assignments can always be submitted early.

**Syllabus Change Policy:** This syllabus is subject to change with advance notice. If a change becomes necessary, I will announce the change in class and post an announcement on our Canvas site. The version posted on Canvas will always be the most up-to-date.

**Guidelines for Written Assignments:** All written assignments should be submitted via ELMS, by 11:59 PM on the due date indicated below. Please remember to include your name on all of your work. Written work should be proofread and revised as necessary before you submit it. Use Times New Roman 12-point font and one-inch margins. All documents should be single-spaced. Be sure to organize your papers, using section and subsection headings to identify portions of your work. Use APA Style for in-text citations and reference lists. Many resources about APA style are available on the Internet [e.g., https://owl.english.purdue.edu/owl/resource/560/01/; http://www.apastyle.org/learn/faqs/index.aspx]. Please be sure to include the Honor Pledge on all of your written work: “I pledge on my honor that I have not given or received any unauthorized assistance on this assessment.” For more information about this pledge, see: http://shc.umd.edu/SHC/HonorPledgeInformation.aspx

**Services Near the Our Classroom, Animal Sciences 0412:** Gender inclusive restrooms can be found at room numbers 0420 and 0416. The nearest Lactation/Feeding Room is in the Martin Hall building, room 1123B. Email engr_parental_room@umd.edu for access.
Assignments and Grading:

I. Course Participation (10%)

Students are expected to attend and actively participate in every class. This will require that you finish all assigned readings prior to each class session. Throughout the semester, we will have small group and class-wide discussions, as well as in-class activities and quizzes, to reinforce course content. Your participation in classroom discussions and in-class activities, as well as your performance on quizzes (which will not be announced ahead of time), will count for 10% of your final grade. Course participation grades will take into account both the quantity and quality of your contributions to class discussions; however, the quality of your contributions to a meaningful, ongoing discussion will be much more heavily weighted. Classroom discussions should remain professional and respectful at all times. Please be sure to silence your cell phones before entering class. Laptop use is permitted during class, but only for class-related activities.

II. Papers and Presentations (50% total) [See the last four pages of this syllabus]


III. Midterm and Final Exams (40% total)

1. Midterm exam (20%) [Exam will be administered in class on Monday, October 14th. Please note that you will need to pass in your exam by 3:00 PM, regardless of when you arrived to class.] A midterm exam will be administered to test the students’ understanding of the concepts introduced in the course. This exam will take place in class, but you are free to use your books and notes for this class. You must complete the exam on your own – if you have any questions, please direct them to me.

2. Final Exam (20%) [The final exam will be administered in our classroom on Saturday, December 14th, 1:30 to 3:30 PM. Please note that you will have to pass in your exam by 3:30 PM, regardless of when you arrive to the classroom.] A cumulative final exam will be administered to test the students’ understanding of the concepts introduced in the course. This exam will take place in class, but you are free to use your books and notes for this class. You must complete the exam on your own – if you have any questions, please direct them to me.

Grading: Your course grade will be determined by your course participation; your grades on your papers and presentations; and your midterm and final exam scores. The weighting of each component of your grade is shown in the table below:

<table>
<thead>
<tr>
<th>#</th>
<th>Assignment Description</th>
<th>Due Date</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>Course Participation</td>
<td>Throughout semester</td>
<td>10%</td>
</tr>
<tr>
<td>A2-P</td>
<td>Final Project – Proposal</td>
<td>September 23rd</td>
<td>Check-off</td>
</tr>
<tr>
<td>A1</td>
<td>Health Information Seeking Account</td>
<td>October 7th</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Midterm Exam</td>
<td>October 14th (in class)</td>
<td>20%</td>
</tr>
<tr>
<td>A2-AB</td>
<td>Final Project – Annotated Bibliography</td>
<td>October 28th</td>
<td>10%</td>
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<tr>
<td>A2-Pr</td>
<td>Final Project – Presentation</td>
<td>November 25th</td>
<td>10%</td>
</tr>
<tr>
<td>A2-Pa</td>
<td>Final Project – Paper</td>
<td>December 2nd</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
<td>Saturday, 12/14 (1:30 – 3:30 PM)</td>
<td>20%</td>
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Please note that revision and resubmission of assignments for the purpose of obtaining a higher grade will not be permitted. Any challenges to a grade must be submitted in writing via email within one week. After considering the issue, I will adjust your grade if appropriate and inform you of my decision within one week. Please note that requesting reconsideration of a grade could result in a lower grade if additional problems are detected. Final grades will be submitted 48-72 hours following the close of the Final Exam period. Please note that I do not round grades up. Final grades will be assigned using the following categories:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>B+</td>
<td>87-89.9</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9</td>
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<tr>
<td>F</td>
<td>Less than 60</td>
</tr>
<tr>
<td>A</td>
<td>93-96.9</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9</td>
</tr>
<tr>
<td>D</td>
<td>63-66.9</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9</td>
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Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
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<tbody>
<tr>
<td>Week 2</td>
<td>***** Labor Day ***</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Readings</td>
</tr>
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| Week 5 (9/23) | Introduction to Health-Related Information Seeking | Library Orientation with Rachel Gammons, Head of Teaching and Learning Services, UMD Libraries: *Meet in McKeldin Library, Room 6103*  
**Plus choose one of the following two readings:**  
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
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| Week 8 | Midterm Exam                                    | ***** Midterm Exam: 2:00 – 3:00 PM *****  
| Week 9 | Introduction to Health Behavior; Health Behavior Theories and Models | **Required:**  
**Recommended:**  

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Page 9 of 15
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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Project  
Annotated Bibliography due |
Project  
Annotated Bibliography due |
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<th>Week</th>
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<th>Assignments Due</th>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Readings</td>
<td>Assignments Due</td>
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</tbody>
</table>
| Week 14 (11/25) | Social Networks and Social Support | *** Assignment 2-Pr: Final Project Presentations ***  
Kent, E. E. et al. (2013). Talking about cancer and meeting peer survivors; Social information needs of adolescents and young adults diagnosed with cancer. Journal of Adolescent and Young Adult Oncology, 2(2), 44-52.  
| Assignment 2-Pr: Final Project Presentations (files must be uploaded by noon) |
| Assignment 2-Pa: Final Project Papers due |
| Week 16 (12/9) | Final Exam Review | Review for the Final Exam |
| Saturday, 12/14 | Final Exam | *** Final Exam (in class): Saturday, December 14th, 1:30 – 3:30 PM (in our usual classroom) *** |

**Note:** This is a tentative schedule, and subject to change as necessary – please monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.
Assignment 1: Health Information Seeking Account [Individual]

Due Date: October 7, 2019 (10%)

For this assignment, either recall a recent time when you went looking for health-related information or interview someone else about a recent time when they went looking for health-related information. Prepare a short paper (750 to 1,000 words) describing:

- The information need, the factors that brought about the information need, and the overall context in which the need occurred;
- The information-seeking actions undertaken or not undertaken (including the specific sources consulted, why they were chosen, and how useful they were);
- The ways in which, and the reasons why, the information obtained was put to use (or not);
- How satisfied you (or your interviewee) were with the outcomes of information seeking / use, and whether there is anything that you (or your interviewee) would do differently should a similar information need arise in the future;
- Any barriers you (or your interviewee) encountered during information seeking/use, and whether you feel you (or your interviewee) had any advantages in this process, whether due to your (or your interviewee’s) education, training, prior knowledge, or something else.

Rubric:

I. Description of the Information Need (10 points)
   ● Has the student described their (or their interviewee’s) health-related information need, the factors driving this need and the overall context in which this need occurred?

II. Description of Information Seeking Processes (20 points)
   ● Has the student described the information seeking actions that were undertaken (or not), including which sources were consulted, why they were consulted, and how useful each of them were)?

III. Description of Information Use (or non-use) (10 points)
   ● Did the student describe whether, how, and why the information obtained was put to use (or not)?

IV. Satisfaction with Outcomes of Information Seeking/Use (20 points)
   ● Has the student described whether and why they (or their interviewee) were satisfied with the outcomes of their information seeking and use processes?
   ● Did the student discuss whether they (or their interviewee) would do anything differently if a similar information need arises in the future?

V. Assessment of Barriers and Advantages in Information Seeking and Use (20 points)
   ● Has the student described any barriers that were encountered in seeking and using information?
   ● Has the student described any advantages they (or their interviewee) may have had?

VII. Overall Writing Quality (20 points)
   ● Is the student’s paper within the word limit and is their writing clear, well-organized, and easy-to-understand?
Assignment 2: Final Projects [Individual]

Due Dates:
- **Assignment 2-P. Proposal**: September 23, 2019 (check-off)
- **Assignment 2-AB. Annotated Bibliography**: October 28, 2019 (10%)
- **Assignment 2-Pr. Presentation**: November 25, 2019 (Upload presentation file by noon) (10%)
- **Assignment 2-Pa. Paper**: December 2, 2019 (20%)

For this assignment, select a particular population that often experiences social injustice, such as women, members of racial/ethnic minorities, socioeconomically disadvantaged people, LGBTQ+ people, older people, immigrants, refugees, prisoners, homeless people, etc. You will then conduct an investigation into the health-related information behaviors of your population and the health inequities that they face. You will also use what you have learned in this investigation in order to propose some type of information-related process, resource, service, system, etc. that can help to address these health inequities. Before diving into your investigation, please submit a 1-page proposal on September 23rd in which you describe the population you have selected, your motivation for selecting this population, and any specific hypotheses and/or questions you would like to focus on during your investigation.

Once you have received feedback from me on your proposal, please find at least three peer-reviewed journal articles that describe results from recent empirical studies focused on the health-related information behaviors of your selected population. After carefully reading these articles, prepare an annotated bibliography (due October 28th). Begin this paper by providing an introduction to your project, including your motivations and goals for undertaking the project. Then, for each article you will be using for your final project, provide: (1) a citation in APA style; (2) a brief summary; and (3) a critical appraisal. Be sure to also explain how each article is relevant to your final project. The annotated bibliography should be approximately two pages long (single-spaced). Your introduction and each entry should be approximately ½ page long.

After receiving my feedback on your annotated bibliography, please: (1) Prepare to give a 7-minute presentation and then lead a 3-minute class discussion/Q&A in class on November 25th; and (2) Write a 2,000 to 2,500-word paper (due December 2nd). Both your presentation and paper need to include the following sections/content:

1. **Introduction**: Which population did you decide to focus on? Why? What will you be discussing in the remainder of your paper/presentation?
2. **Literature Review**: For each of the three studies, summarize the authors’ research question(s), methods (including recruitment, data collection, and data analysis methods), and findings. What did you learn from these studies about the health-related information behavior of your selected population and about the health inequities they face?
3. **Discussion**: How do the findings from these three studies relate to one another? Why are their findings important? Do there appear to be any relationships between the health-related information behaviors of your population and the health inequities they tend to face?
4. **Conclusion**: Propose some potential solutions to the health inequities faced by your population. These solutions might include ideas for future research; proposed information-related processes, tools, or systems; suggestions for resources, programs, and/or services that might be helpful for your population; recommendations regarding new or amended policies, laws, etc. All proposed solutions should be informed by what is known about the health-related information behavior of your selected population and the nature, causes, and consequences of the health inequities they face.
5. **References** (APA style)
Rubric (Assignment 2-AB. Annotated Bibliography):
- Has the student provided an introduction to their annotated bibliography, in which they describe their research project, including their motivations and goals for engaging in the project? (20 points)
- Has the student provided annotations for at least three articles that are directly relevant to their project? (10 points)
- Has the student provided a citation in APA style for each article? (5 points)
- Has the student provided an adequate summary of each article? (20 points)
- Has the student provided some critical analysis of each article? (10 points)
- Has the student described how each article relates to their final project? (15 points)
- Is the student’s annotated bibliography clearly written, well-organized, and easy to understand? (20 points)

Rubric (Assignment 2-Pr. Presentation & Assignment 2-Pa. Paper):
I. Introduction (10 points)
- Has the student described their selected population and why they selected this population?
- Has the student oriented us as to what we can expect in the remainder of their presentation/paper?

II. Literature Review (20 points)
- Has the student described their three selected studies, including the authors’ research questions; their recruitment, data collection, and data analysis methods; and their findings?
- Has the student described what they learned about their population’s health-related information behaviors and the health inequities that they face?

III. Discussion (20 points)
- Has the student drawn connections across their three studies?
- Have they discussed why the findings from their studies are important?
- Has the student explained any relationships they may have observed between their population’s health-related information behaviors and the health inequities they face?

IV. Conclusion (30 points)
- Has the student proposed some potential solutions to the health inequities faced by their selected population?
- Are their proposed solutions grounded in what they learned about the information behaviors of their population and the health inequities they face?

VII. Overall Presentation/Writing Quality (20 points)
- Did the student’s presentation/paper stay within the time/word limit?
- Was the student’s presentation/writing clear, well-organized, and easy-to-understand?
- Has the student properly used APA style for both their in-text citations and their references list?