

**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:**

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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](mailto:rgammons@umd.edu), 301-405-9120. [Research Guide: [https://lib.guides.umd.edu/information\\_studies](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:

Johnson, J. D. & Case, D. O. (2012). *Health Information Seeking*. Washington, DC: Peter Lang.  
[ISBNs: 978-1-4331-1825-8 (hardcover); 978-1-4331-1824-1 (paperback)].

**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].

- Babbie, E. (2016). *The Practice of Social Research* (14th ed.). Boston, MA: Cengage Learning. [ISBN: 978-1305104945]
- Buchbinder, M., Rivkin-Fish, M., & Walker, R. L. (Eds.). (2016). *Understanding Health Inequalities and Justice*. Chapel Hill, NC: The University of North Carolina Press. [ISBN: 978-1469630342] [eBook available: <https://ebookcentral.proquest.com/lib/umdcpl/detail.action?docID=4525843>]
- Case, D. O. & Given, L. M. (2016). *Looking for information: A survey of research on information seeking, needs, and behavior* (4<sup>th</sup> ed.). Bingley, UK: Emerald Group Publishing Limited. [ISBN: 978-1785609688] [e-book available: <https://umaryland.on.worldcat.org/oclc/923550250>]
- Fisher, K. E., Erdelez, S., & McKechnie, L. E. F. (Eds.). (2005). *Theories of Information Behavior*. Medford, NJ: Information Today, Inc. [ISBN: 978-1573872300].
- Hoyt, R. E. & Hersh, W. R. (Eds.). (2018). *Health Informatics: Practical Guide* (7th ed.). Informatics Education. [ISBN: 978-1387642410]
- Institute of Medicine. (2004). *Health Literacy: A Prescription to End Confusion*. Washington, DC: The National Academies Press. [ISBN: 978-0-309-28332-8] [Free pdf of book available: <https://www.nap.edu/catalog/10883/health-literacy-a-prescription-to-end-confusion>]
- Levy, B. S. & Sidel, V. W. (Eds.). (2013). *Social Injustice and Public Health* (2<sup>nd</sup> ed.). New York, NY: Oxford University Press. [ISBN: 978-0-19-993922-0] [e-book available: <https://umaryland.on.worldcat.org/oclc/855504972>]
- Lewis, D., Eysenbach, G., Kukafka, R., Stavri, P. Z., & Jimison, H. (Eds.). (2010). *Consumer Health Informatics: Informing Consumers and Improving Health Care*. New York, NY: Springer Science+Business Media, Inc. [ISBN: 978-1-4419-2021-8; e-ISBN: 978-0-387-27652-6] [e-book available: <https://link.springer.com/book/10.1007%2F0-387-27652-1>]
- Venkatapuram, S. (2011). *Health Justice*. Malden, MA: Polity Press. [ISBN: 978-0-7456-5034-0]

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](http://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 [enr\\_parental\\_room@umd.edu](mailto:enr_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]

**A1. Health Information Seeking Account [Individual] (10%):** Papers due 10/7.

**A2. Final Project [Individual] (40% total):** **A2-P. Proposal** (check-off): due 9/23; **A2-AB. Annotated Bibliography** (10%): due 10/28; **A2-Pr. Presentation** (10%): upload files by noon on Monday, 11/25, in preparation for giving your presentation in class; **A2-Pa. Papers** (20%): due 12/2.

### III. Midterm and Final Exams (40% total)

- 1. Midterm exam (20%)** [Exam will be administered **in class on Monday, October 14<sup>th</sup>**. 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 14<sup>th</sup>, 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:

#	Assignment Description	Due Date	%
n/a	Course Participation	Throughout semester	10%
A2-P	Final Project – Proposal	September 23 <sup>rd</sup>	Check-off
A1	Health Information Seeking Account	October 7 <sup>th</sup>	10%
Midterm	Midterm Exam	October 14 <sup>th</sup> (in class)	20%
A2-AB	Final Project – Annotated Bibliography	October 28 <sup>th</sup>	10%
A2-Pr	Final Project – Presentation	November 25 <sup>th</sup>	10%
A2-Pa	Final Project – Paper	December 2 <sup>nd</sup>	20%
Final	Final Exam	Saturday, 12/14 (1:30 – 3:30 PM)	20%

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:

A+	97-100	B+	87-89.9	C+	77-79.9	D+	67-69.9	F	Less than 60
A	93-96.9	B	83-86.9	C	73-76.9	D	63-66.9		
A-	90-92.9	B-	80-82.9	C-	70-72.9	D-	60-62.9		

### Course Schedule

Week	Topic	Readings	Assignments Due
Week 1 (8/26)	Introduction to Consumer Health Informatics	<p>Hersh, W. R., Gibbons, M. C., Shaihk, Y., &amp; Hoyt, R. E. (2018). Chapter 12: Consumer health informatics. In R. E. Hoyt &amp; W. R. Hersh (Eds.), <i>Health Informatics: Practical Guide</i> (7<sup>th</sup> ed., pp. 253-269). Informatics Education.</p> <p>Lewis, D., Chang, B. L., &amp; Friedman, C. P. (2010). Chapter 1: Consumer Health Informatics. In D. Lewis, G. Eysenbach, R. Kukafka, P. Z. Stavri, &amp; H. Jimison (Eds.), <i>Consumer Health Informatics: Informing Consumers and Improving Health Care</i>. (pp. 1-7). New York, NY: Springer Science+Business Media, Inc.</p> <p>Flatley Brennan, P. &amp; Safran, C. (2010). Chapter 2: Empowered Consumers. In D. Lewis, G. Eysenbach, R. Kukafka, P. Z. Stavri, &amp; H. Jimison (Eds.), <i>Consumer Health Informatics: Informing Consumers and Improving Health Care</i> (pp. 8-21). New York, NY: Springer Science+Business Media, Inc.</p> <p>Clark, J. (2005). Constructing expertise: Inequality and the consequences of information-seeking by breast cancer patients. <i>Illness, Crisis &amp; Loss</i>, 13(2), 169-185.</p> <p>Carroll, L. (2019, July 18). Medical mistakes harm more than 1 in 10 patients. Many are preventable. <i>NBC News</i>. Available: <a href="https://www.nbcnews.com/health/health-news/medical-mistakes-harm-more-1-10-patients-many-are-preventable-n1030996">https://www.nbcnews.com/health/health-news/medical-mistakes-harm-more-1-10-patients-many-are-preventable-n1030996</a></p>	
Week 2 (9/2)		*** Labor Day ***	
Week 3 (9/9)	Introduction to Information Behavior (IB)	<p><u>Review</u>: Case, D. O. &amp; Given, L. M. (2016). Chapter 1: Information behavior: An introduction. In <i>Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior</i> (4th ed., pp. 3-18). Bingley, UK: Emerald Group Publishing Limited. Available: <a href="https://umaryland.on.worldcat.org/oclc/923550250">https://umaryland.on.worldcat.org/oclc/923550250</a></p> <p>Wilson, T. D. (2000). Human Information behavior. <i>Informing Science</i>, 3(2), 49-56.</p> <p>Chatman, E. A. (1996). The impoverished life-world of outsiders. <i>Journal of the American Society for Information Science</i>, 47(3), 193-206.</p> <p>Pettigrew, K. E. (1999). Waiting for chiropody: Contextual results from an ethnographic study of the information behaviour among attendees at community clinics. <i>Information Processing &amp; Management</i>, 35(6), 801-817.</p>	

Week	Topic	Readings	Assignments Due
Week 4 (9/16)	Information Needs	<p><u>Review:</u> Case, D. O. &amp; Given, L. M. (2016). Chapter 5: Information needs, motivations, and use. In <i>Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior</i> (4th ed., pp. 79-96). Bingley, UK: Emerald Group Publishing Limited. Available: <a href="https://umaryland.on.worldcat.org/oclc/923550250">https://umaryland.on.worldcat.org/oclc/923550250</a></p> <p><u>Review:</u> St. Jean B. (2012). "I just don't know what I don't know!": A longitudinal investigation of the perceived usefulness of information to people with type 2 diabetes. Research paper presented at the <i>ASIS&amp;T 2012 Annual Meeting</i>, Baltimore, MD, October 26-30, 2012.</p> <p>Jardine, F. M. (2019). Breastfeeding without nursing: "If only I'd known more about exclusively pumping before giving birth". <i>Journal of Human Lactation</i>, 35(2), 272-283.</p> <p>Ankem, K. (2006). Factors influencing information needs among cancer patients: A meta-analysis. <i>Library &amp; Information Science Research</i>, 28(1), 7-23.</p> <p>Kutner, J. S., Steiner, J. F., Corbett, K. K., Jahnigen, D. W., &amp; Barton, P. L. (1999). Information needs in terminal illness. <i>Social Science &amp; Medicine</i>, 48(10), 1341-1352.</p>	
Week 5 (9/23)	Introduction to Health-Related Information Seeking	<p><b>Library Orientation with Rachel Gammons, Head of Teaching and Learning Services, UMD Libraries: Meet in McKeldin Library, Room 6103</b></p> <p>Johnson, J. D. &amp; Case, D. O. (2012). Chapter 1: Introduction to Health Information Seeking. In <i>Health Information Seeking</i> (pp. 3-23). Washington, DC: Peter Lang.</p> <p>Johnson, J. D. &amp; Case, D. O. (2012). Chapter 2: Information fields and carriers. In <i>Health Information Seeking</i> (pp. 24-35). Washington, DC: Peter Lang.</p> <p>Lambert, S. D., &amp; Loiselle, C. G. (2007). Health information-seeking behavior. <i>Qualitative Health Research</i>, 17(8), 1006-1019.</p> <p>St. Jean, B. (2017). Factors motivating, demotivating, or impeding information seeking and use by people with type 2 diabetes: A call to work toward preventing, identifying, and addressing incognizance. <i>Journal of the Association for Information Science and Technology</i>, 68(2), 309-320.</p>	Assignment 2-P: Final Project Proposal due
Week 6 (9/30)	Health-related Information Seeking: Strategies and Channel Selection & Usage	<p>Johnson, J. D. &amp; Case, D. O. (2012). Chapter 4: Information carriers: A focus on channel selection and usage. In <i>Health Information Seeking</i> (pp. 62-95). Washington, DC: Peter Lang.</p> <p>Johnson, J. D. &amp; Case, D. O. (2012). Chapter 7: Strategies for seekers (and non-seekers). In <i>Health Information Seeking</i> (pp. 159-183). Washington, DC: Peter Lang.</p> <p><b>Plus choose one of the following two readings:</b></p> <p>Loudon, K., Buchanan, S., &amp; Ruthven, I. (2016). The everyday life information seeking behaviours of first-time mothers. <i>Journal of Documentation</i>, 72(1), 24-46.</p> <p>Wartella, E., Rideout, V., Montague, H., Beaudoin-Ryan, L., &amp; Lauricella, A. (2016). Teens, health and technology: A national survey. <i>Media and communication</i>, 4(3), 13-23.</p>	

Week	Topic	Readings	Assignments Due
Week 7 (10/7)	Information Avoidance	<p>Case, D. O., Andrews, J. E., Johnson, J. D., &amp; Allard, S. L. (2005). Avoiding versus seeking: The relationship of information seeking to avoidance, blunting, coping, dissonance, and related concepts. <i>Journal of the Medical Library Association</i>, 93(3), 353-362.</p> <p>Carpenter, D. M., Geryk, L. L., Chen, A. T., Nagler, R. H., Dieckmann, N. F., &amp; Han, P. K. J. (2015). Conflicting health information: A critical research need. <i>Health Expectations</i>, 19(6), 1173-1182.</p> <p>St. Jean, B., Jindal, G., &amp; Liao, Y. (2017). Is ignorance really bliss?: Exploring the interrelationships among information avoidance, health literacy, and health justice. Research paper presented at the <i>ASIS&amp;T 2017 Annual Meeting</i>, Crystal City, VA, October 27 – November 1, 2017.</p> <p>Johnson, J. D. &amp; Case, D. O. (2012). Chapter 6: Outcomes of information seeking. In <i>Health Information Seeking</i> (pp. 123-156). Washington, DC: Peter Lang.</p>	Assignment 1: Health Information Seeking Account papers due
Week 8 (10/14)	Midterm Exam  Introduction to Models of Information Behavior and Information Seeking	<p style="text-align: center;"><b>*** Midterm Exam: 2:00 – 3:00 PM ***</b></p> <p><b>Review:</b> Case, D. O. &amp; Given, L. M. (2016). Chapter 7: Models of information behavior. In <i>Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior</i> (4<sup>th</sup> ed., pp. 141-175). Bingley, UK: Emerald Group Publishing Limited. <a href="https://umaryland.on.worldcat.org/oclc/923550250">https://umaryland.on.worldcat.org/oclc/923550250</a></p> <p>Johnson, J. D. &amp; Case, D. O. (2012). Chapter 3: Socio-psychological factors in health. In <i>Health Information Seeking</i> (pp. 39-61). Washington, DC: Peter Lang.</p> <p>Johnson, J. D. &amp; Case, D. O. (2012). Chapter 5: Models of information seeking. In <i>Health Information Seeking</i> (pp. 96-122). Washington, DC: Peter Lang.</p> <p>McKenzie, P. J. (2003). A model of information practices in accounts of everyday-life information seeking. <i>Journal of Documentation</i>, 59(1), 19-40.</p>	
Week 9 (10/21)	Introduction to Health Behavior; Health Behavior Theories and Models	<p><b>Required:</b></p> <p>Greyson, D. L., &amp; Johnson, J. L. (2016). The role of information in health behavior: A scoping study and discussion of major public health models. <i>Journal of the Association for Information Science and Technology</i>, 67(12), 2831-2841.</p> <p>Strecher, V. J., McEvoy DeVellis, B., Becker, M. H., &amp; Rosenstock, I. M. (1986). The role of self-efficacy in achieving health behavior change. <i>Health Education &amp; Behavior</i>, 13(1), 73-91.</p> <p>Klasnja, P., &amp; Pratt, W. (2012). Healthcare in the pocket: Mapping the space of mobile-phone health interventions. <i>Journal of Biomedical Informatics</i>, 45(1), 184-198.</p> <p>Zhao, J., Freeman, B., &amp; Li, M. (2016). Can mobile phone apps influence people's health behavior change? An evidence review. <i>Journal of Medical Internet Research</i>, 18(11), paper e287. <a href="https://www.jmir.org/2016/11/e287/">https://www.jmir.org/2016/11/e287/</a></p> <p><b>Recommended:</b></p> <p>National Cancer Institute (2005). <i>Theory at a Glance: A Guide for Health Promotion Practice</i> (2<sup>nd</sup> ed.). Available: <a href="https://web.archive.org/web/20140915094344/http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf">https://web.archive.org/web/20140915094344/http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf</a></p>	

Week	Topic	Readings	Assignments Due
Week 10 (10/28)	Research Design, Methodology, and Methods; Ethics of Online Research	<p><u>Review:</u> Case, D. O. &amp; Given, L. M. (2016). Chapter 9: Research Design, Methodology, and Methods. In <i>Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior</i> (4th ed., pp. 217-273). Bingley, UK: Emerald Group Publishing Limited. Available: <a href="https://umaryland.on.worldcat.org/oclc/923550250">https://umaryland.on.worldcat.org/oclc/923550250</a></p> <p>Babbie, E. (2016). Chapter 3: The ethics and politics of social research. In <i>The Practice of Social Research</i> (14<sup>th</sup> ed., pp. 60-85). Boston, MA: Cengage Learning.</p> <p>Vitak, J., Shilton, K., &amp; Ashktorab, Z. (2016, February). Beyond the Belmont principles: Ethical challenges, practices, and beliefs in the online data research community. In <i>Proceedings of the 19th ACM Conference on Computer-Supported Cooperative Work &amp; Social Computing</i> (pp. 941-953). ACM.</p> <p>Chiauzzi, E., &amp; Wicks, P. (2019). Digital trespass: Ethical and terms-of-use violations by researchers accessing data from an online patient community. <i>Journal of Medical Internet Research</i>, 21(2), paper e11985. Available: <a href="https://www.jmir.org/2019/2/e11985/">https://www.jmir.org/2019/2/e11985/</a></p>	Assignment 2-AB: Final Project Annotated Bibliography due
Week 11 (11/4)	Introduction to Health Justice; Cultural Competence	<p>Venkatapuram, S. (2011). Introduction. In <i>Health Justice</i> (pp. 1-38). Malden, MA: Polity Press.</p> <p>St. Jean, B., Jindal, G., Liao, Y., &amp; Jaeger, P. (2019). The central roles of information in health justice, Part 1: Toward a new field of Consumer Health Information Justice.” <i>International Journal of Information, Diversity, &amp; Inclusion</i>, 3(3), article 32961. Available: <a href="https://jps.library.utoronto.ca/index.php/ijidi/article/view/32961">https://jps.library.utoronto.ca/index.php/ijidi/article/view/32961</a></p> <p>Bennett, I. M., Chen, J., Soroui, J. S., &amp; White, S. (2009). The contribution of health literacy to disparities in self-rated health status and preventive health behaviors in older adults. <i>Annals of Family Medicine</i>, 7(3), 204-211.</p> <p>Betancourt, J. R., Green, A. R., Carrillo, J. E., &amp; Owusu Ananeh-Firempong, I. I. (2003). Defining cultural competence: A practical framework for addressing racial/ethnic disparities in health and health care. <i>Public Health Reports</i>, 118, 293-302.</p>	

Week	Topic	Readings	Assignments Due
Week 12 (11/11)	Health Literacy; Digital Health Literacy	<p>National Network of Libraries of Medicine (NN/LM). (n.d.). <i>Health Literacy</i>. Available: <a href="https://nnlm.gov/initiatives/topics/health-literacy">https://nnlm.gov/initiatives/topics/health-literacy</a></p> <p>Subramaniam, M., St. Jean, B., Taylor, N. G., Kodama, C., Follman, R., &amp; Casciotti, D. (2015). Bit by bit: Using design-based research to improve the health literacy of adolescents. <i>JMIR Research Protocols</i>, 4(2), paper e62. Available: <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4464334/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4464334/</a></p> <p>Norman, C. D., &amp; Skinner, H. A. (2006). eHealth literacy: Essential skills for consumer health in a networked world. <i>Journal of Medical Internet Research</i>, 8(2), e9. Available: <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1550701/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1550701/</a></p> <p>Review: Kodama, C., St. Jean, B., Subramaniam, M., &amp; Taylor, N. G. (2017). “There’s a creepy guy on the other end at Google!: Engaging middle school students in a drawing activity to elicit their mental models of Google. <i>Information Retrieval Journal</i>, 20(5), 403-432. Available: <a href="https://link.springer.com/article/10.1007/s10791-017-9306-x">https://link.springer.com/article/10.1007/s10791-017-9306-x</a></p>	
Week 13 (11/18)	Impact of the Internet on the Doctor-Patient Relationship	<p>Tan, S. S. L., &amp; Goonawardene, N. (2017). Internet health information seeking and the patient-physician relationship: A systematic review. <i>Journal of Medical Internet Research</i>, 19(1), paper e9. Available: <a href="https://www.jmir.org/2017/1/e9/">https://www.jmir.org/2017/1/e9/</a></p> <p>Hardey, M. (1999). Doctor in the house: The Internet as a source of lay health knowledge and the challenge to expertise. <i>Sociology of Health &amp; Illness</i>, 21(6), 820-835.</p> <p>Broom, A. (2005). Virtually he@lthy: The impact of Internet use on disease experience and the doctor-patient relationship. <i>Qualitative Health Research</i>, 15(3), 325-345.</p> <p>Silver, M. P. (2015). Patient perspectives on online health information and communication with doctors: A qualitative study of patients 50 years old and over. <i>Journal of Medical Internet Research</i>, 17(1), paper e19. <a href="https://www.jmir.org/2015/1/e19/">https://www.jmir.org/2015/1/e19/</a></p>	

Week	Topic	Readings	Assignments Due
Week 14 (11/25)	Social Networks and Social Support	<p><b>*** Assignment 2-Pr: Final Project Presentations ***</b></p> <p>Holt-Lunstad, J. &amp; Uchino, B. N. (2015). Chapter 10: Social support and health. In K. Glanz, B. K. Rimer, &amp; K. Viswanath (Eds.), <i>Health Behavior: Theory, Research and Practice</i> (5<sup>th</sup> ed., pp. 183-204). San Francisco: Jossey-Bass.</p> <p>Swift, T. L. &amp; Dieppe, P. A. (2005). Using expert patients' narratives as an educational resource. <i>Patient Education and Counseling</i>, 57(1), 115-121.</p> <p>Kent, E. E. et al. (2013). Talking about cancer and meeting peer survivors: Social information needs of adolescents and young adults diagnosed with cancer. <i>Journal of Adolescent and Young Adult Oncology</i>, 2(2), 44-52.</p> <p>Nolan, S., Hendricks, J., Ferguson, S., &amp; Towell, A. (2017). Social networking site (SNS) use by adolescent mothers: Can social support and social capital be enhanced by online social networks? – A structured review of the literature. <i>Midwifery</i>, 48, 24–31.</p> <p>Frost, J. H. &amp; Massagli, M. P. (2008). Social uses of personal health information within PatientsLikeMe, an online patient community: What can happen when patients have access to one another's data. <i>Journal of Medical Internet Research</i>, 10(3), paper e15. Available: <a href="https://www.jmir.org/2008/3/e15/">https://www.jmir.org/2008/3/e15/</a></p>	Assignment 2-Pr: Final Project Presentations (files must be uploaded by noon)
Week 15 (12/2)	Facilitating Health-Related Information Seeking and Promoting Health Justice	<p>Johnson, J. D. &amp; Case, D. O. (2012). Chapter 8: Strategies for health professionals. In <i>Health Information Seeking</i> (pp. 184-209). Washington, DC: Peter Lang.</p> <p>Johnson, J. D. &amp; Case, D. O. (2012). Chapter 9: Summing up: Information seeking in the Information Age. In <i>Health Information Seeking</i> (pp. 210-227). Washington, DC: Peter Lang.</p> <p>St. Jean, B., Taylor, N. G., Kodama, C., Subramaniam, M., &amp; Casciotti, D. (2015). Impacts of the HackHealth after-school program: Motivating youth through personal relevance. Research paper presented at the <i>ASIS&amp;T 2015 Annual Meeting</i>, St. Louis, MO, November 6-10, 2015.</p> <p>Johnson, J. D. (2014). Health-related information seeking: Is it worth it? <i>Information Processing &amp; Management</i>, 50(5), 708-717.</p> <p>Hirvonen, N., Huotari, M.-L., Niemelä, R., &amp; Korpelainen, R. (2012). Information behavior in stages of exercise behavior change. <i>Journal of the American Society for Information Science and Technology</i>, 63(9), 1804-1819.</p>	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 14 <sup>th</sup> , 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 23<sup>rd</sup> 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 28<sup>th</sup>). 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 25<sup>th</sup>; and (2) Write a 2,000 to 2,500-word **paper** (due December 2<sup>nd</sup>). 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?