

# INST 728K-0101 Consumer Health Informatics

College of Information Studies, University of Maryland

Spring 2014

Thursdays 6:00 to 8:45 PM

Hornbake Building, Room 4113

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**Office Hours:** Mondays, 4:00 to 5:30 PM or by appointment

*“The doctor of the future will give no medication, but will interest his patients in the care of the human frame, in diet, and in the cause and prevention of disease.”* (Thomas A. Edison, 1902)

**COURSE DESCRIPTION:** What types of information do people facing a health-related concern need and how do they go about looking for and making use of this information? How do their information-related behaviors (e.g., searching for information) relate to their health-related behaviors (e.g., dieting) and how do these both influence their ultimate health outcomes? This course will provide students with an introduction to the field of consumer health informatics, with a particular emphasis on the interrelationships between consumer health information behavior and health behavior. We will explore information behavior models, health behavior models, and the connections between them. We will also discuss social support, social networks, and Medicine 2.0. The course will wrap-up with a discussion of the outcomes found to be associated with health-related information seeking.

**LEARNING OBJECTIVES:** By the end of this course, students will be able to:

1. Demonstrate a familiarity with consumer health informatics and with the related fields of information behavior and health behavior.
2. Identify and describe the major types of factors found to influence people’s health-related information behaviors and their health behaviors.
3. Understand the important interrelationships between a person’s health-related information behavior and his/her health behaviors and recognize the importance of taking a holistic, integrated approach to investigating both of these types of behaviors.
4. Demonstrate a familiarity with many of the major models of information behavior and several of the major models of health behavior and understand the interrelationships between these two types of models.
5. Identify the information behavior models and health behavior models that are likely to be the most relevant, applicable, and fruitful in relation to a particular patient population.
6. Apply information behavior models and health behavior models, alone and in concert, in designing research investigations and in designing and evaluating interventions to assist particular patient populations with their needs for information and with their endeavors to enact this information within the context of their day-to-day lives.

**TEACHING AND LEARNING METHODS:** This course will be taught in a seminar fashion. The primary methods of instruction for this course will be lecture, course readings, and presentations and in-class discussion relevant to course readings. You will be expected to have read the assigned readings **in preparation** for each class meeting. Additionally, you will be expected to actively participate in class discussions.

**READING MATERIALS:** There are two required textbooks for this 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); 978-1-4539-0879-2 (e-book)]

Glanz, K, Rimer, B. K., & Viswanath, K. (Eds.). (2008). *Health Behavior and Health Education: Theory, Research, and Practice* (4<sup>th</sup> ed.). San Francisco: Jossey-Bass. [ISBN 978-0-7879-9614-7]

These two texts and the following additional books you will need are all being placed on reserve for your use:

Case, D. O. (2012). *Looking for information: A survey of research on information seeking, needs, and behavior* (3rd ed.). Boston, MA: Elsevier Ltd. [ISBN: 978-1-78052-654-6]

Fisher, K. E., Erdelez, S., & McKechnie, L. E. F. (Eds.). (2005). *Theories of Information Behavior*. Medford, NJ: Information Today, Inc. [ISBN: 978-1573872300].

Hayes, B. M. & Aspray, W. (Eds.). (2010). *Health Informatics: A Patient-Centered Approach to Diabetes*. Cambridge, MA: The MIT Press. [ISBN: 978-0-262-01432-8]

Hoyt, R. E., Yoshihashi, A., & Bailey, N. (Eds.). (2012). *Health Informatics: Practical Guide for Healthcare and Information Technology Professionals* (5<sup>th</sup> ed.). Lulu.com.

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]

Many of the journal articles that are required readings for this course are available through our class Canvas site (see the “Files” section).

Although it is not required for this course, you may 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 American Society 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*
- *Information Research* (<http://informationr.net/ir/>)
- *First Monday* (<http://www.firstmonday.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)*
- *Health Psychology*
- *Health Education and Behavior*

### **COURSE POLICIES:**

**Attendance:** Students are expected to attend every class and to be present on time. If you will be unable to make 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. Absences will only be excused in accordance with University policy (illness, religious observances, participation in University activities at the request of University authorities, and compelling circumstances beyond your control). Any planned absences due to religious observances must be communicated to me in writing during the first two weeks of class. Students may miss one class session with no penalty; thereafter, each unexcused absence will result in your grade being lowered by one step (for example, an A- will become a B+). Repeated tardiness may be considered an unexcused absence.

**Class Participation:** Students are expected to actively participate in every class. This will require that you finish all assigned readings prior to each class session. Participation forms an integral part of your own learning experience, as well as that of your classmates. Your participation in classroom discussions will count for 10% of your final grade. Class participation grades will take into account both the quantity and quality of your contributions to class discussions; however, the quality of your contributions (whether questions, viewpoints, responses to others' questions, etc.) 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.

**Written Work:** Please be sure to include your name and the course number on all of your assignments. All 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. There are many resources about APA style available on the Internet. See, for example, <http://www.lib.umd.edu/ues/guides/citing-apa>; <http://www.apastyle.org/learn/faqs/index.aspx>.

**Submitting Assignments:** Each assignment must be submitted before the beginning of class on the indicated due date through our Canvas site. Please submit only one file per assignment (Word or pdf format for papers; PowerPoint for presentations).

**Late Work:** Unless you are facing an emergency situation AND you request an extension from me at least 48 hours in advance of the due date, late work will automatically be graded down by one step for each day that it is late. Assignments more than seven days late will not be accepted.

**Academic Integrity:** The University of Maryland, College Park has a nationally recognized Code of Academic Integrity administered by the Student Honor Council. 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, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [www.shc.umd.edu](http://www.shc.umd.edu). To further exhibit your commitment to academic integrity, remember to type and sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)." When submitting an assignment electronically, there is no need to sign the pledge – your submission of the assignment with this sentence included implies your signature.

All assignments in this class must reflect your own original work. You must cite and properly attribute any material quoted or paraphrased from some other source. Academic dishonesty includes plagiarism, cheating, buying assignments, submitting the same paper more than once, forging signatures, submitting fraudulent documents, facilitating the academic dishonesty of others, etc. Infractions may result in a penalty, such as a failing grade on a specific assignment or for the entire course or even expulsion from the University. Please read and adhere to the University of Maryland Code of Academic Integrity (<http://www.president.umd.edu/policies/docs/III-100A.pdf>). You may also find this Office of Student Conduct definition of academic dishonesty to be helpful: <http://osc.umd.edu/OSC/AcademicDishonesty.aspx>.

**Emergency Preparedness:** Please see the University's Emergency Preparedness Website (<http://www.umd.edu/emergencypreparedness/>) 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.

**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 e-mail all of you.

**Student Course Evaluations (CourseEvalUM):** Toward the end of the semester (Tuesday, April 29<sup>th</sup> through Friday, May 14<sup>th</sup>), you will have an opportunity to evaluate this course. Your participation in these evaluations is integral to the success of our school. Your feedback will remain completely confidential and will be immensely valuable in improving our school's teaching effectiveness and learning environments. Beginning April 29<sup>th</sup>, please go to <https://www.courseevalum.umd.edu/> to complete your evaluation of this course. If over 70% of the students in the class complete their evaluation, you will be able to access the aggregate results through Testudo.

**Special Accommodations:** If you need any accommodations due to a disability, please first register with the Disability Support Service (DSS) office (<http://www.counseling.umd.edu/DSS/>) and file any required documentation, and then see me as early as possible in the semester to let me know. We can then work with DSS to determine how to best accommodate your needs.

**Academic Assistance:** Learning Assistance Service (College Park): If you are experiencing difficulties in keeping up with the academic demands of this course, please consider contacting the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693,

<http://www.counseling.umd.edu/LAS/>. Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All of their services are free to UMD students.

**EVALUATION:**

Your final grade will be calculated based on the weighting of course assignments shown in the following table. All assignments must be submitted through our class Canvas site prior to the start of class on the due date indicated. Please note that your slides or any other electronic materials you've prepared for your final presentation need to be uploaded to Canvas no later than noon on Thursday, May 8<sup>th</sup>. Also, your final paper needs to be submitted to the Assignments section of our Canvas site by noon on Friday, May 16<sup>th</sup>.

#	Assignment Description	Due Date	%
	<b>Class Participation</b>	Every class meeting	10%
1	<b>Model/Theory Presentation</b>	Variable	20%
3-P	<b>Final Project: Proposal</b>	February 27, 2014	Check-off
2	<b>Health Information Seeking Account</b>	March 13, 2014	20%
3-AB	<b>Final Project: Annotated Bibliography</b>	April 17, 2014	10%
3-Pr	<b>Final Project: Presentation</b>	May 8, 2014 (noon)	15%
3-Pa	<b>Final Project: Paper</b>	May 16, 2014 (noon)	25%

**COURSE SCHEDULE:**

Week	Date	Topic	Readings	Assignment Due
1	1/30	Introduction to Consumer Health Informatics	<p>Gibbons, M. C. &amp; Hoyt, R. E. (2012). Chapter 11: Consumer health informatics. In R. E. Hoyt, A. Yoshihashi, &amp; N. Bailey (Eds.), <i>Health Informatics: Practical Guide for Healthcare and Information Technology Professionals</i> (5<sup>th</sup> ed., pp. 217-239). Lulu.com.</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>	
2	2/6	Introduction to Information Behavior	<p><b>** Discussion re: Assignment 1: Model/Theory Presentations **</b></p> <p>Wilson, T. D. (2000). Human Information behavior. <i>Informing Science</i>, 3(2), 49-56.</p> <p>Case, D. O. (2012). Chapter 1: Information behavior: An introduction. In <i>Looking for information: A survey of research on information seeking, needs, and behavior</i> (3<sup>rd</sup> ed., pp. 3-17). Boston, MA: Elsevier.</p> <p>Case, D. O. (2012). Chapter 4: Information needs and information seeking. In <i>Looking for information: A survey of research on information seeking, needs, and behavior</i> (3<sup>rd</sup> ed., pp. 77-93). Boston, MA: Elsevier.</p>	
3	2/13	Introduction to Health-related Information Seeking	<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>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>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>	
4	2/20	Health-related Information Seeking: Strategies and Channel Selection and 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>Cline, R. J. W., &amp; Haynes, K. M. (2001). Consumer health information seeking on the Internet: The state of the art. <i>Health Education Research: Theory &amp; Practice</i>, 16(6), 671-692.</p>	

Week	Date	Topic	Readings	Assignment Due
5	2/27	Introduction to Models of Information Behavior and Information Seeking	Case, D. O. (2012). Chapter 6: Models of information behavior. In <i>Looking for information: A survey of research on information seeking, needs, and behavior</i> (3 <sup>rd</sup> ed., pp. 133-162). Boston, MA: Elsevier. Johnson, J. D. & Case, D. O. (2012). Chapter 3: Socio-psychological factors in health. In <i>Health Information Seeking</i> (pp. 39-61). Washington, DC: Peter Lang. Johnson, J. D. & Case, D. O. (2012). Chapter 5: Models of information seeking. In <i>Health Information Seeking</i> (pp. 96-122). Washington, DC: Peter Lang.	<b>3-P: Final Project Proposal</b>
6	3/6	Introduction to Health Behavior and Health Education; Health Behavior Theories and Models	Glanz, K., Rimer, B. K., & Viswanath, K. (2008). Chapter 1: The scope of health behavior and health education. In K. Glanz, B. K. Rimer & K. Viswanath (Eds.), <i>Health Behavior and Health Education: Theory, Research, and Practice</i> (4 <sup>th</sup> ed., pp. 3-22). San Francisco: Jossey-Bass. Glanz, K., Rimer, B. K., & Viswanath, K. (2008). Chapter 2: Theory, research, and practice in health behavior and health education. In K. Glanz, B. K. Rimer & K. Viswanath (Eds.), <i>Health Behavior and Health Education: Theory, Research, and Practice</i> (4 <sup>th</sup> ed., pp. 23-40). San Francisco: Jossey-Bass. National Cancer Institute (2005, Sept.). <i>Theory at a Glance: A Guide for Health Promotion Practice</i> (2 <sup>nd</sup> ed.). Available: <a href="http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf">http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf</a>	
7	3/13	<b>Perceptions:</b> The Health Belief Model; Miller's (1987) Monitoring and Blunting Theory; Chatman's (1996) Theory of Information Poverty	<b>Required:</b> Champion, V. L. & Sugg Skinner, C. (2008). Chapter 3: The Health Belief Model. In K. Glanz, B. K. Rimer & K. Viswanath (Eds.), <i>Health Behavior and Health Education: Theory, Research, and Practice</i> (4 <sup>th</sup> ed., pp. 45-66). San Francisco: Jossey-Bass. Goldberg, J. H., Halpern-Felsher, B. L., & Millstein, S. G. (2002). Beyond invulnerability: The importance of benefits in adolescents' decision to drink alcohol. <i>Health Psychology, 21</i> (5), 477-484. Miller, S. M. (1995). Monitoring versus blunting styles of coping with cancer influence the information patients want and need about their disease. <i>Cancer, 76</i> (2), 167-177. Chatman, E. A. (1996). The impoverished life-world of outsiders. <i>Journal of the American Society for Information Science, 47</i> (3), 193-206. <b>Recommended:</b> Brashers, D. E., Goldsmith, D. J., & Hsieh, E. (2002). Information seeking and avoiding in health contexts. <i>Human Communication Research, 28</i> (2), 258-271. Case, D. O., Andrews, J. E., Johnson, J. D., & 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, 93</i> (3), 353-362. Miller, S. M. (1987). Monitoring and blunting: Validation of a questionnaire to assess styles of information seeking under threat. <i>Journal of Personality and Social Psychology, 52</i> (2), 345-353. Miller, S. M., Brody, D. S., & Summerton, J. (1988). Styles of coping with threat: Implications for health. <i>Journal of Personality and Social Psychology, 54</i> (1), 142-148.	<b>2: Health Information Seeking Account</b>
<b>8</b>	<b>3/20</b>	<b>*** SPRING BREAK ***</b>		

Week	Date	Topic	Readings	Assignment Due
9	3/27	<b>Attitudes and Intentions:</b> The Theory of Reasoned Action/ Theory of Planned Behavior and Savolainen's (1995) Everyday Life Information Seeking Model	<b>Required:</b> Montaño, D. E., & Kasprzyk, D. (2008). Chapter 4: Theory of Reasoned Action, Theory of Planned Behavior, and the Integrated Behavioral Model. In K. Glanz, B. K. Rimer, & K. Viswanath (Eds.), <i>Health Behavior and Health Education: Theory, Research and Practice</i> (4 <sup>th</sup> ed., pp. 67-96). San Francisco: Jossey-Bass. Savolainen, R. (1995). Everyday life information seeking: Approaching information seeking in the context of "way of life." <i>Library &amp; Information Science Research</i> , 17(3), 259-294. Degner, L. F., Kristjanson, L. J., Bowman, D., Sloan, J. A., Carriere, K. C., O'Neil, J., et al. (1997). Information needs and decisional preferences in women with breast cancer. <i>JAMA</i> , 277(18), 1485-1492. <b>Recommended:</b> Hack, T. F., Degner, L. F., & Dyck, D. G. (1994). Relationship between preferences for decisional control and illness information among women with breast cancer: A quantitative and qualitative analysis. <i>Social Science &amp; Medicine</i> , 39(2), 279-289.	
10	4/3	<b>Expectations:</b> Social Cognitive Theory and Wilson's (1996) Model of Information Behaviour	<b>Required:</b> McAlister, A. L., Perry, C. L., & Parcel, G. S. (2008). Chapter 8: How individuals, environments, and health behaviors interact: Social Cognitive Theory. In K. Glanz, B. K. Rimer, & K. Viswanath (Eds.), <i>Health Behavior and Health Education: Theory, Research and Practice</i> (4 <sup>th</sup> ed., pp. 169-188). San Francisco: Jossey-Bass. Wilson, T. D. (1997). Information behaviour: An interdisciplinary perspective. <i>Information Processing and Management</i> , 33(4), 551-572. Strecher, V. J., McEvoy DeVellis, B., Becker, M. H., & Rosenstock, I. M. (1986). The role of self-efficacy in achieving health behavior change. <i>Health Education &amp; Behavior</i> , 13(1), 73-91. <b>Recommended:</b> Clark, N. M. & Dodge, J. A. (1999). Exploring self-efficacy as a predictor of disease management. <i>Health Education &amp; Behavior</i> , 26(1), 72-89. Wilson, T. D. (1999). Models in information behaviour research. <i>Journal of Documentation</i> , 55(3), 249-270.	
11	4/10	<b>Motivation:</b> Self-Determination Theory and Nahl's (2004) Affective Load Theory	Ryan, R. M. & Deci, E. L. (2000). Self-Determination Theory and the facilitation of intrinsic motivation, social development, and well-being. <i>American Psychologist</i> , 55(1), 68-78. Nahl, Diane. (2004). Measuring the affective information environment of Web searchers. <i>Proceedings of the 67<sup>th</sup> Annual Meeting of the American Society for Information Science &amp; Technology</i> , November 15-19, Providence, RI., Medford, NJ: Information Today. Matthews, A. K., Selligren, S. A., Manfredi, C., & Williams, M. (2002). Factors influencing medical information seeking among African American cancer patients. <i>Journal of Health Communication</i> , 7(3), 205-219. Wong, F., Stewart, D. E., Dancy, J., Meana, M., McAndrews, M. P., Bunston, T., & Cheung, A. M. (2000). Men with prostate cancer: Influence of psychological factors on informational needs and decision making. <i>Journal of Psychosomatic Research</i> , 49(1), 13-19.	

Week	Date	Topic	Readings	Assignment Due
12	4/17	<b>Time:</b> The Transtheoretical (“Stages of Change”) Model and Kuhlthau’s (2004) Information Search Process Model	<p><b>Required:</b></p> <p>Prochaska, J. O., Redding, C. A., &amp; Evers, K. E. (2008). Chapter 5: The Transtheoretical Model and Stages of Change. In K. Glanz, B. K. Rimer, &amp; K. Viswanath (Eds.), <i>Health Behavior and Health Education: Theory, Research and Practice</i> (4<sup>th</sup> ed., pp. 97-122). San Francisco: Jossey-Bass.</p> <p>Prochaska, J. O., DiClemente, C. C., &amp; Norcross, J. C. (1992). In search of how people change: Applications to addictive behaviors. <i>American Psychologist</i>, 47(9), 1102-1114.</p> <p>Kuhlthau, C. C. (2004). Chapter 3: The Information Search Process. In <i>Seeking Meaning</i> (2<sup>nd</sup> ed., pp. 29-52). Westport, CT: Libraries Unlimited, Inc.</p> <p>Matson, R. R. &amp; Brooks, N. A. (1977). Adjusting to multiple sclerosis: An exploratory study. <i>Social Science &amp; Medicine</i>, 11(4), 245-250.</p> <p><b>Recommended:</b></p> <p>McCaughan, E., &amp; McKenna, H. (2007). Never-ending making sense: Towards a substantive theory of the information-seeking behaviour of newly diagnosed cancer patients. <i>Journal of Clinical Nursing</i>, 16(11), 2096-2104.</p> <p>Ellison, G. C., &amp; Rayman, K. M. (1998). Exemplars' experience of self-managing type 2 diabetes. <i>The Diabetes Educator</i>, 24(3), 325-330.</p>	<b>3-AB Final Project: Annotated Bibliography</b>
13	4/24	Social Networks and Social Support; Medicine 2.0	<p><b>Required:</b></p> <p>Eysenbach, G. (2010). Chapter 8: Patient-to-Patient Communication: Support Groups and Virtual Communities. 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. 97-106). New York, NY: Springer Science+Business Media, Inc.</p> <p>Eysenbach, G. (2008). Medicine 2.0: Social networking, collaboration, participation, apomediation, and openness. <i>Journal of Medical Internet Research</i>, 10(3), paper e22. Available: <a href="http://www.jmir.org/2008/3/e22/">http://www.jmir.org/2008/3/e22/</a></p> <p>Heaney, C. A. &amp; Israel, B. A. (2008). Chapter 9: Social networks and social support. In K. Glanz, B. K. Rimer, &amp; K. Viswanath (Eds.), <i>Health Behavior and Health Education: Theory, Research and Practice</i> (4<sup>th</sup> ed., pp. 189-210). San Francisco: Jossey-Bass.</p> <p>Hardey, M. (2002). The story of my illness: Personal accounts of illness on the Internet. <i>Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine</i>, 6(1), 31-46.</p> <p><b>Recommended:</b></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="http://www.jmir.org/2008/3/e15/HTML">http://www.jmir.org/2008/3/e15/HTML</a></p>	

Week	Date	Topic	Readings	Assignment Due
14	5/1	Outcomes of Health-Related Information Seeking	<p><b>Required:</b>  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.  Street, Jr., R. L. &amp; Epstein, R. M. (2008). Chapter 11: Outcomes: Lessons from theory and research on clinician-patient communication. In K. Glanz, B. K. Rimer, &amp; K. Viswanath (Eds.), <i>Health Behavior and Health Education: Theory, Research and Practice</i> (4<sup>th</sup> ed., pp. 237-270). San Francisco: Jossey-Bass.</p> <p><b>Recommended:</b>  Czaja, R., Manfredi, C., &amp; Price, J. (2003). The determinants and consequences of information seeking among cancer patients. <i>Journal of Health Communication</i>, 8(6), 529-562.</p>	
15	5/8	Knitting together HB and IB / Final Project Presentations	<p>Toscos, T. &amp; Connelly, K. (2010). Chapter 10: Using behavior change theory to understand and guide technological interventions. In B. M. Hayes &amp; W. Aspray (Eds.), <i>Health Informatics: A Patient-Centered Approach to Diabetes</i> (pp. 295-326). Cambridge, MA: The MIT Press.  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> <p><b>*** IN-CLASS PRESENTATIONS OF FINAL PROJECTS ***</b></p>	<p><b>3-Pr Final Project: Presentations [Slides must be posted by noon on Thursday, May 8<sup>th</sup>]</b></p>
<b>3-Pa Final Project Paper: Post by noon on Friday, May 16<sup>th</sup></b>				

# Assignment 1: Model/Theory Presentation

## Due Dates:

- a) **Model/Theory Selection:** Discuss in class on February 6, 2014
- b) **Model/Theory Presentation:** Variable dates (20%)

For this assignment, identify either a health behavior or information behavior model or theory that is particularly interesting to you. This can be a model/theory that we will cover in class or it can be one that is not included on the syllabus. For a list of information behavior theories/models, see the table of contents of Fisher et al.'s (1995) book, *Theories of Information Behavior*: <http://ibec.ischool.washington.edu/static/pubs/ibtheorybooktoc.pdf>. For a list of health behavior theories/models, see the table of contents of Glanz et al.'s (2008) book, *Health Behavior and Health Education: Theory, Research, and Practice*: <http://www.wiley.com/WileyCDA/WileyTitle/productCd-0787996149.html>. Please come to class on February 6<sup>th</sup> prepared to talk approximately 5 minutes about which model or theory you would like to present in class at a later date.

Based on our discussion on February 6<sup>th</sup>, each of you will have a unique model or theory that you will present to the class and then lead a class discussion. Once I know which models/theories all of you have selected, I will slot each of them into the week that I feel is the best fit. Please feel free to suggest a particular week during your brief presentation on February 6<sup>th</sup>.

Once you have selected a model or theory to cover, identify at least 3 (additional) readings that are relevant to your selected model or theory and prepare to give a presentation and lead a class discussion. For planning purposes, your entire session (including Q & A) should be approximately 30 minutes. Please be sure to include a slide (or provide a hand-out) that lists the readings that formed the basis for your presentation. You may also wish to provide a list of ideas for further reading just in case I and/or other students wish to learn more about your selected model or theory.

## Assignment 2: Health Information Seeking Account

**Due Date:** March 13, 2014 (20%)

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 he/she went looking for health-related information. Prepare a 3- to 5-page (single-spaced) paper in which you first describe the information need and the context in which it occurred, the information-seeking actions which you/your interviewee did or did not undertake (including the specific sources that you/your interviewee consulted and why), and the ways in which you/your interviewee did (or did not) use the information that you/your interviewee had found. Next, discuss and explain whether there is anything that you/your interviewee would change about your/her information seeking and/or information use if you/your interviewee were to encounter a similar type of information need in the future. In the final section of your paper, select one information behavior model from our readings and discuss its applicability to your/your interviewee's information behaviors. Does this model or theory adequately/accurately describe and/or explain your/your interviewee's information behaviors? Why or why not? If applicable, discuss whether any particular health behavior model or theory is relevant to your account.

## Assignment 3: Final Project

### Due Dates:

- a) **Proposal (3-P)**: Due February 27, 2014 (check-off)
- b) **Annotated Bibliography (3-AB)**: Due April 17, 2014 (10%)
- c) **Presentation (3-Pr)**: Due by noon on May 8, 2014 (15%)
- d) **Paper (3-Pa)**: Due by noon on Friday, May 16, 2014 (25%)

Your final project for this course will be a research paper discussing the potential usefulness of at least one specific information behavior model and at least one specific health behavior model for investigating and effectively addressing the information needs and information use practices of people dealing with a particular illness.

First, select a group of people to focus on – this should be a group of people who are facing a particular illness. Identify at least five papers that report empirical results related to the information behavior of your selected population. Next, identify at least one information behavior model and at least one health behavior model that you feel are particularly well-suited to your selected population. Read at least one article that focuses on your selected information behavior model and at least one article that focuses on your selected health behavior model. Consider the fit of these models, alone and in concert, for your selected population. Discuss how these models might be used, individually and in combination, to help this population with their information needs and with enacting information within the context of their everyday lives. In conclusion, discuss the potential significance of using these models, alone and in concert, for helping this population to be able to find and to make use of health-related information.

By February 27<sup>th</sup>, submit a very brief **proposal** (approximately 1 page) in which you indicate and briefly describe the population (and illness) that you have chosen to focus on. Your proposal also needs to include citations for at least five articles that report empirical results regarding the information behavior of your selected population. These articles should be ones that you are planning to read and use for your final project.

By April 17<sup>th</sup>, submit an **annotated bibliography**. For each article you will be using for your final project, provide a citation in APA style, a brief summary, and a critical appraisal. Be sure to also explain how each paper is relevant to your final project. This paper should be approximately 4 pages long (approximately one-half page for each article you discuss). Be sure to include annotations not only for the five information behavior articles you have identified, but also for the articles pertaining to the information behavior model and the health behavior model you have selected.

Both your **presentation** and your **paper** need to include the following sections:

1. Introduction: Which population did you decide to focus on? What is the nature of the illness these individuals are dealing with? Why did you feel it would be interesting to investigate the information behavior of people with this particular illness?
2. Literature Review:
  - a. What do we know about the information behavior of this particular population? Your discussion should draw on at least five articles reporting results from empirical studies of this population's information behavior.
  - b. Which information behavior model(s) have you selected? What does this model have to say about people's information behavior?

- c. Which health behavior model(s) did you select? What does this model have to say about people's health behavior?
3. Discussion:
  - a. Why do you feel that the information behavior model(s) you have selected is (are) particularly relevant for this population?
  - b. Why do you feel that the health behavior model(s) you have selected is (are) particularly relevant for this population?
  - c. What are the interrelationships between these models?
  - d. What are the strengths of this particular combination of models for investigating and addressing the information needs and information use practices of your selected population? What are the weaknesses?
4. Conclusion: What is the significance and potential impact of using this combination of models to investigate and address the information needs and information use practices of your selected population? How might using this combination of models get us further than using any of the models alone in understanding the information behavior of this population, in designing future research investigations, and in designing and evaluating information-related interventions for this population?
5. References (APA style)

You will have 20 minutes for your presentation. Please plan to talk for approximately 15 minutes and to field questions from the audience for the remaining 5 minutes.

Your final paper should be between six and eight pages single-spaced. As you will have some time to work on your paper following your presentation, please be sure to consider incorporating any feedback you receive from me and/or from your fellow students during your presentation.