



“Of all the forms of inequality, injustice in health is the most shocking and the most inhuman because it often results in physical death.” (Dr. Martin Luther King, Jr., 1966)

INST 232C: Health Justice: Investigating the Roles of Information in Preventing & Addressing Health Disparities

Term: Fall 2023

Credits: 3

Professor: Beth St. Jean (she/her/hers)

Email: bstjean@umd.edu

Office Hours: Tuesdays, 4 to 5 PM (Zoom) / by

appt. [<https://ter.ps/psj> (pw: ibbook)]

Course Dates: August 29 – December 7, 2023

Course Times: Tuesdays & Thursdays,
9:30 – 10:45 AM

Classroom: ESJ, Room 2101 (“The Loft”)

Grader: Wan-Ting Lo (she/her/hers)

Email: wtlo@umd.edu

Course Description [Prerequisite: Enrollment in the Health Justice Carillon Community]

How do we ensure that every individual has the information they need to live a long and healthy life? In this course, we explore health justice – the conviction and enactment of the idea that every person is morally entitled to a fair and sufficient capability to be healthy. We especially focus on the ways in which information-related factors, such as people’s access to health information, their strategies for seeking (or avoiding) health information, and their health and digital health literacy, contribute to health (in)justice. Our goal in this class is to promote health justice for all by identifying information-related solutions that will help to facilitate people’s access to health information and improve their abilities to find, assess, and make use of information to optimize their own and others’ health.

This course serves as the foundation of the *Health Justice* Carillon Community, fulfilling the General Education requirements for a History and Social Sciences course, a Scholarship in Practice course, and an I-Series course. I-Series courses are active learning courses; students learn by doing. You are expected to take an active role in your learning. Carillon Communities is a one-year living-learning program where first year students work with faculty to ask Big Questions that matter to our world, and learn to use teamwork and creative problem solving approaches. Carillon Communities creates an inspiring and supportive living and learning environment for first year students. Carillon promotes an environment where students develop a sense of belonging and trust to support their academic success and innovative thought. In Carillon, students consider their own interests and knowledge, and become more active agents in their own education.

Course Goals

Students who take this course will develop an awareness of the extent of health inequities in the U.S., particularly focusing on the ways in which information contributes to these inequities, on the one hand, and how information can be leveraged to help to address and prevent health disparities, on the other. They will be able to describe 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. They will also develop an in-depth understanding of many important and interrelated topics, including information avoidance, health behaviors, health literacy, and digital health literacy. By the end of the course, students will be able to apply the knowledge they've gleaned through the course and their own personal experiences to devise and enact information-related solutions that can help to address the information-related barriers and health inequities experienced by populations who experience health and other forms of social injustice.

Learning Outcomes: History and Social Sciences

At the completion of this course, students will be able to:

1. Demonstrate knowledge of fundamental concepts and ideas pertaining to the social sciences field of consumer health information behavior, particularly as it intersects with health justice.
2. 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.
3. Demonstrate an understanding of the methods used to investigate people's health-related information needs and their interactions (and non-interactions, such as information avoidance) with health information.
4. Demonstrate critical thinking in analyzing people's experiences with health injustice, identifying information-related factors that can contribute to and/or help to address health inequities.
5. Explain how social science (particularly the fields of consumer health information behavior and health justice) can be used to analyze contemporary issues (such as COVID-19) and to develop policies for social change.
6. Use information technologies to conduct research and to communicate effectively about consumer health information behavior and health justice.
7. Work together collaboratively in order to identify, understand, critically appraise, synthesize, and apply findings from previous empirical studies about the health-related information behaviors of a particular disadvantaged population and the information-related barriers and health inequities they face in order to envisage and enact potential solutions to improve their health outcomes and promote health justice.

Learning Outcomes: I-Series

On completion of this I-Series course, students will be able to:

8. Identify the major questions and issues at the intersection of consumer health information behavior and health justice.
9. Describe the sources the experts on these topics use to explore these issues and questions.
10. Demonstrate an understanding of the basic terms, concepts, and approaches that experts employ in dealing with these issues.
11. Demonstrate an understanding of the political, social, economic, and ethical dimensions involved in the course.
12. Individually and collaboratively communicate major ideas and issues raised by the course through effective written and/or oral presentations.
13. Articulate how this course has invited them to think in new ways about their lives, their place in the University and other communities, and/or issues central to their major disciplines or other fields of interest.

Required Resources

- **Course Website:** elms.umd.edu
- **Book (Approximate cost for e-book: \$43, with discount code):**
 St. Jean, B., Gorham, U., & Bonsignore, E. (2021). *Understanding Human Information Behavior: When, How, and Why People Interact with Information*. Lanham, MD: Rowman & Littlefield. [ISBN: 978-1538119136]. You can access the e-book **for free** through University of Maryland Libraries: <https://umaryland.on.worldcat.org/oclc/1198990810>. You can also purchase this textbook as a paperback (\$69) or e-book (\$61.50) from the publisher, Rowman & Littlefield: <https://rowman.com/ISBN/9781538119129/Understanding-Human-Information-Behavior-When-How-and-Why-People-Interact-with-Information>. For a 30% discount, be sure to enter code: **RLFANDF30** [Note: All royalties go to scholarships for selected iSchool (BSIS) students]
- **Additional readings** will be linked to from the schedule below and/or posted to our ELMS site.

Course Structure

Our class meetings will consist of mini-lectures, small and large group discussions, periodic guest speakers, and student presentations. In order to participate fully in our meetings, you will need to complete all assigned readings for the week in advance of our session. The central assignments in this course include a semester-long team project with several related deliverables, as well as two papers, two in-class presentations, and two quizzes that you will complete individually. Please note that your active and respectful participation in this course, including your engagement with the team project, will count for 10% of your final grade for the course.

Tips for Success in this Course

1. **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** Students are often very busy, and I understand that you have obligations outside of this class. However, students do best when they plan adequate time that is devoted to course work. Block your schedule and set aside plenty of time to complete assignments including extra time to handle any technology related problems.
3. **Login regularly.** I recommend that you log in to ELMS-Canvas several times a week to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when group submissions are due.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous content. If you feel you are starting to fall behind, check in with the instructor as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use ELMS-Canvas notification settings.** Pro tip! Canvas ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.
6. **Ask for help if needed.** If you need help with ELMS-Canvas or other technology, IT Support. If you are struggling with a course concept, reach out to me and your classmates for support.

Policies and Resources for Undergraduate Courses

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 questions.

Course Guidelines

Names/Pronouns and Self-Identifications:

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). Keep in mind that the pronouns someone uses are not necessarily indicative of their gender identity. Visit <https://lgbtq.umd.edu/> to learn more. Additionally, it is your choice whether to disclose how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Communication with Instructor:

Email: If you need to reach out and communicate with me, please email me at bstjean@umd.edu. Please DO NOT email me with questions that are easily found in the syllabus or on ELMS (i.e. When is this assignment due? How much is it worth? etc.) but please DO reach out about any personal, academic, and intellectual concerns/questions. Please allow 24 hours for email responses Mondays through Fridays, 48 hours on weekends or holidays.

ELMS: I will send IMPORTANT announcements via ELMS messaging. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS so you do not miss any messages. You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.

Communication with Peers:

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a classroom environment in which we can respectfully discuss and deliberate controversial questions. I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued. Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

Major Assignments

A. Course Participation (10%)

Students are expected to attend and actively participate in every class session. This will require that you finish all assigned readings prior to each session. Throughout the semester, we will have small group and class-wide discussions, as well as in-class activities and ungraded quizzes, to reinforce course content. Additionally, we will have some asynchronous discussions on the discussion board on our course Canvas site. Your active participation in our synchronous and asynchronous discussions, in-class activities, in your teams working on your final projects, and in RADical Health sessions will count for 10% of your final grade. Course participation grades will take into account both the quantity and quality of your contributions to discussions; however, the quality of your contributions to a meaningful, ongoing discussion will be much more heavily weighted. All synchronous and asynchronous discussions must remain professional and respectful at all times.

B. Individual/Pair Papers and Presentations (30% total) [See pages 17-21 of this syllabus]

B1. Health Information Seeking Account [Individual] (10%) [Papers due Tuesday, 10/3]

B2. Health Justice Case Analysis Presentation [Pairs] (10%) [Presentations to be given in class on Thursday, 10/19]

B3. Final Reflection Paper [Individual] (10%) [Papers due Monday, 12/11]

C. Team Project (30% total) [See pages 18-19 of this syllabus for more information]

C1. Proposal (check-off) [due Tuesday, 9/19]

C2. Annotated Bibliography (10%) [due Thursday, 11/2]

C3. Final Presentation (10%) [Presentations on Thursday, 11/16]

C4. Final Paper (10%) [due Tuesday, 12/5]

D. Quizzes [Individual] (20% total; 10% each)

D1. Quiz 1 (mid-semester) (10%): Quiz 1 will be published on our ELMS site after class (11:00 AM) on **Tuesday, 10/24**; Quiz 1 is due by **11:59 PM on Friday, 10/27**

D2. Quiz 2 (final; cumulative) (10%): Quiz 2 will be published on our ELMS site at 11:00 AM on **Friday, 12/8**; Quiz 2 is due by **11:59 PM on Wednesday, 12/13**

Two quizzes will be administered to test your understanding of the concepts introduced in the course. These are open book, open notes quizzes. You may consult any of the course materials, including our textbook, the articles we've read, our slides, your notes, etc., in figuring out the answers to the questions. You must complete these quizzes on your own – if you have any questions, please direct them to me (bstjean@umd.edu).

E. Search Mastery (10% total):

E1. Pretest (20 points): Due Thursday, 9/7

E2. Modules (60 points): Module 1 due Thursday, 9/28; Module 2 due Thursday, 10/12; Module 3 due Thursday, 11/9; Module 4 due Thursday, 11/30

E3. Post-test (20 points): Due Thursday, 12/14

Working with Dr. Sarah McGrew in the College of Education, the iSchool has developed a set of modules (along with a pretest and a post-test) entitled "Search Mastery" that aim to help you to hone your online searching skills. By Thursday, 9/7, please complete the Search Mastery Pretest (URL to be provided). Four Search Mastery Modules will be made available on our ELMS site once I have closed the pretest. By Thursday, 9/28, please complete Introduction to the Search Mastery Modules and Search Mastery Module 1. By Thursday, 10/12, please complete Module 2. By Thursday, 11/9,

please complete Module 3. By Thursday, 11/30, please complete Module 4. By Thursday, December 14th, please complete the Search Mastery Post-Test (URL to be provided). Each of these will be graded Complete (100%) or Incomplete (0%). Upon completing the pretest, you will receive 20 points; for completing all 4 Search Mastery Modules, you will receive 60 points (15 points each); and for completing the post-test, you will receive 20 points.

F. Health Justice Actions: Extra Credit (earn up to 3 points added to your final grade!) [Due dates: #1: Friday, 9/29; #2: Friday, 10/27; #3: Friday, 12/1]

For up to 3 points extra credit, complete up to 3 actions (for 1 point each) that help to move us closer to health justice. For example, you might drive your grandfather to his doctor's appointment, research a health condition online for your mother, or contact a campus office to request healthier food options in the vending machines. After completing an action, please submit a text entry to the relevant assignment (e.g., "Health Justice Action #1") on our ELMS site.

Grading

Your final course grade will be determined by your course participation; your grades on your papers and presentations; your grades on your quizzes; and your timely completion of the Search Mastery Pre-Test, Modules, and Post-Test. The weighting of each component of your grade is shown in the table below:

Assignment		Due Date	%
A.	Course Participation [Individual]	Throughout semester	10%
E.	E1. Search Mastery Pretest E2. Search Mastery Modules E3. Search Mastery Post-test	Thursday, 9/7 1: 9/28; 2: 10/12; 3: 11/9; 4: 11/30 Thursday, 12/14	10%
C1.	Team Project: Proposal [Team]	Tuesday, 9/19	Check-off
B1.	Health Information Seeking Account [Individual]	Tuesday, 10/3	10%
B2.	Health Justice Case Analysis Presentation [Pairs]	Thursday, 10/19 (8 AM)	10%
D1.	Quiz 1 [Individual]	Tuesday, 10/24 – Friday, 10/27	10%
C2.	Team Project: Annotated Bibliography [Team]	Thursday, 11/2	10%
C3.	Team Project: Final Presentation [Team]	Thursday, 11/16 (8 AM)	10%
C4.	Team Project: Final Paper [Team]	Tuesday, 12/5	10%
B3.	Final Reflection Paper [Individual]	Monday, 12/11	10%
D2.	Quiz 2 (Cumulative) [Individual]	Friday, 12/8 - Wednesday, 12/13	10%
	Total		100%
F.	Health Justice Actions (up to 3 points extra credit)	9/29; 10/27; 12/1	n/a

As we grade each of your assignments, we will post your score and provide detailed feedback through our ELMS site for the course. 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 of the original due date. 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 after the close of the University's Final Exam period. Please note that I do not round grades up. Final letter grades will be assigned using the following categories:

Weighted Average	Letter Grade
97.0 and above	A+
93.0-96.9	A
90.0-92.9	A-
87.0-89.9	B+
83.0-86.9	B
80.0-82.9	B-
77.0-79.9	C+
73.0-76.9	C
70.0-72.9	C-
67.0-69.9	D+
63.0-66.9	D
60.0-62.9	D-
Below 60.0	F

Academic Integrity







For this course, some of your assignments will be collected via Turnitin on our course ELMS page. I have chosen to use this tool because it can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit https://itsupport.umd.edu/itsupport?id=kb_article_view&sysparm_article=KB0012722.

The University of Maryland Code of Academic Integrity (<https://policies.umd.edu/academic-affairs/university-of-maryland-code-of-academic-integrity>) is designed to ensure that the principles of academic honesty & integrity are upheld. In accordance with this code, the University of Maryland does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path. **As future professionals, your commitment to high ethical standards and honesty begins with your time at the University of Maryland.**

It is important to note that course assistance websites, such as Course Hero, or AI generated content are not permitted sources, unless the instructor explicitly gives permission. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might be inaccurate or biased and most importantly, relying on restricted sources will hamper your learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, students may naturally choose to use online forums for course-wide discussions (e.g., Group lists or chats) to discuss concepts in the course. However, collaboration on graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Please visit the **Office of Undergraduate Studies' full list of campus-wide policies** (<https://www.ugst.umd.edu/courserelatedpolicies.html>) and reach out if you have questions.

Finally, on each exam or assignment you must write out and sign the following pledge: ***"I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment."*** For more information about this pledge, see: <https://studentconduct.umd.edu/you/students/honor-pledge>. If you ever feel pressured to comply with someone else's academic integrity violation, please reach out to me straight away. Also, if you are ever unclear about acceptable levels of collaboration, ***please ask!*** To help you avoid unintentional violations, ***the following table*** lists levels of collaboration that are acceptable for each graded exercise. Each assignment will contain more specific information regarding acceptable levels of collaboration.

	 OPEN NOTES	 USE BOOK	 LEARN ONLINE	 GATHER CONTENT With AI	 ASK FRIENDS	 WORK IN GROUPS
A. Course Participation	✓	✓	✓	---	✓	✓
B1. Health Information Seeking Account	✓	✓	✓	---	✓	---
B2. Health Justice Case Analysis Presentation	✓	✓	✓	---	✓	✓
B3. Final Reflection Paper	✓	✓	✓	---	---	✓
C. Team Project	✓	✓	✓	---	✓	✓
D. Quizzes	✓	✓	✓	---	---	---
E. Search Mastery	✓	✓	✓	---	✓	---
F. Health Justice Actions	✓	✓	✓	---	✓	✓

Policy on Artificial Intelligence Use for Class

In this course, my expectation is that you will not use any artificial intelligence (AI)-powered programs such as ChatGPT or DALL-E to help you with your assignments. Any use of AI-generated work to outline, write, create, or edit your assignments will be considered an academic integrity violation. My reasoning

for this is that these programs may provide inaccurate or biased information, but more importantly, they do not serve your development as a student. In this course you will learn valuable skills from outlining, generating, and editing your own work. If you have any questions about this policy or are not sure if a resource you have found will violate this policy, please ask.

Additional Course Policies

Attendance:

Students are expected to attend every class session and to be on time. If you will be unable to attend 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 come to class 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. Joining late and leaving early is distracting to the instructor and to other students. If you must join late or leave early, please do so quietly. During our class sessions, please be aware and considerate of others in the classroom and avoid doing things that will disturb them or otherwise prevent them from fully engaging in the class. Please put your phones on silent before the start of class. If you need to make/take a phone call, please step out of the classroom. Any student creating a disruption will be asked to leave for the day.

Participation

- Given the interactive style of this class, attendance will be crucial to note-taking and thus your performance in this class. Attendance is particularly important also because class discussion will be a critical component for your learning.
- Each student is expected to make substantive contributions to the learning experience, and attendance is expected for every session.
- Students with a legitimate reason to miss a live session should communicate in advance with the instructor, except in the case of an emergency.
- Students who miss a live session are responsible for learning what they miss from that session.
- Additionally, students must complete all readings and assignments in a timely manner in order to fully participate in class.

Technology Policy

Please refrain from using cellphones, laptops, and other electronic devices during class sessions unless we have designated such use as part of a class exercise.

Missed Deadlines:

If you will not be able to meet an assignment deadline, please 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 5% 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. Assignments that are more than one week late will not be accepted. If you have a conflict with a due date, assignments can always be submitted early.

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.

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.

Course Evaluations:

Toward the end of the semester, please submit a course evaluation through Student Feedback on Course Experiences (<https://www.courseevalum.umd.edu/>) in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to Course Experiences is confidential. Campus will notify you when Student Feedback on Course Experiences is open for you to complete your evaluations at the end of the semester. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo the evaluation reports for the thousands of courses for which 70% or more students have submitted their evaluations.

Guidelines for Written Assignments:

All written assignments should be submitted via ELMS, by 11:59 PM on the due dates 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 – see, for example: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html; <http://www.apastyle.org/learn/faqs/index.aspx>]. As mentioned above, 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 assignment/examination." For more information about this pledge, see: <https://studentconduct.umd.edu/you/students/honor-pledge>.

Resources & Accommodations**Accessibility and Disability Services**

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The Accessibility & Disability Service (ADS) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient

time to make arrangements. For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at adsfrontdesk@umd.edu. Information about sharing your accommodations with instructors, note taking assistance and more is available from the Counseling Center (<https://www.counseling.umd.edu/ads/currentads/>).

Student Resources and Services

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit UMD's Student Academic Support Services website (<https://tutoring.umd.edu/>) to learn more about the wide range of campus resources available to you.

In particular, everyone can use some help sharpening their communication skills (and improving their grade) by visiting the University of Maryland Writing Center (<https://english.umd.edu/writing-programs/writing-center>). The 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.

You should also know there are a wide range of resources to support you with whatever you might need – UMD's Student Resources and Services website (<https://sph.umd.edu/academics/advising-resources/undergraduate-center-academic-success-and-achievement/casa-student-resources>) may help. If you feel it would be helpful to have someone to talk to, visit UMD's Counseling Center (<https://www.counseling.umd.edu/>) or one of the many other mental health resources on campus (<https://tltc.umd.edu/instructors/teaching-topics/supporting-whole-student>).

Notice of Mandatory Reporting

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible University Employee," and I must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to UMD's Title IX Coordinator per University Policy on Sexual Harassment and Other Sexual Misconduct.

If you wish to speak with someone confidentially, please contact one of UMD's confidential resources, such as [CARE to Stop Violence](#) (located on the Ground Floor of the Health Center) at 301-741-3442 or the [Counseling Center](#) (located at the Shoemaker Building) at 301-314-7651.

You may also seek assistance or supportive measures from UMD's Title IX Coordinator, Angela Nastase, by calling 301-405-1142, or emailing titleIXcoordinator@umd.edu.

To view further information on the above, please visit the [Office of Civil Rights and Sexual Misconduct's](#) website at ocrsm.umd.edu.

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit UMD's Division of Student Affairs Website (<https://studentaffairs.umd.edu/basic-needs-security>) for information about resources the campus offers you and let me know if I can help in any way.

Veteran Resources

UMD provides some additional supports to our student veterans. You can access those resources at the office of [Veteran Student life](#) and the [Counseling Center](#). Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.

Course Schedule:

Week	Topic	Readings	Due
1 (8/29 & 8/31)	Introduction & Course Overview	<p>Galarneau, C. (2018). Getting King's Words Right. <i>Journal of Health Care for the Poor and Underserved</i>, 29(1), 5-8. https://muse.jhu.edu/article/686948/</p> <p>Oppel, Jr., R. A., Gebeloff, R., Lai, K. K. R., Wright, W., & Smith, M. (2020, July 5). The Fullest Look Yet at the Racial Inequity of Coronavirus. <i>New York Times</i>, July 5, 2020. https://ter.ps/nyt07052020</p> <p>Kritz, F. (2021, May 24). How Medical Jargon Can Make COVID Health Disparities Even Worse. <i>NPR</i>. https://ter.ps/Kritz</p> <p>Wilson, T. D. (2000). Human Information behavior. <i>Informing Science</i>, 3(2), 49-56. https://ter.ps/Wilson</p>	
2 (9/5 & 9/7)	Introduction to Information Behavior (IB)	<p>St. Jean, B., Gorham, U., & Bonsignore, E. (2021). Chapter 1: Introduction to Information Behavior (pp. 1-8) and Chapter 2: Fundamental Concepts (pp. 9-19). In <i>Understanding Human Information Behavior: When, How, and Why People Interact with Information</i>.</p> <p>Clark, J. (2005). Constructing expertise: Inequality and the consequences of information-seeking by breast cancer patients. <i>Illness, Crisis & Loss</i>, 13(2), 169-185.</p> <p>View: What is plagiarism and how to avoid it? https://www.youtube.com/watch?v=Pmab92ghG0M UBC LEARN <i>Working in Groups</i>: https://www.youtube.com/watch?v=Clp_kFR5_jc</p>	E1. Search Mastery Pretest due by Thursday, 9/7
3 (9/12 & 9/14)	Introduction to IB (continued): Related Concepts	<p>Thursday, 9/14: Library Research Session with Rachel Gammons, iSchool Liaison Librarian and Head of Teaching and Learning Services, UMD Libraries</p> <p>St. Jean, B., Gorham, U., & Bonsignore, E. (2021). Chapter 4: Related Concepts (pp. 29-49). In <i>Understanding Human Information Behavior: When, How, and Why People Interact with Information</i>.</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>4 (9/19 & 9/21)</p>	<p>Digital Divide and Digital Inclusion; Health Information Needs</p>	<p>9/21: Guest Speaker: Jane Behre, MLIS graduate and iSchool PhD student</p> <p>St. Jean, B., Gorham, U., & Bonsignore, E. (2021). Chapter 6: Digital Divide and Digital Inclusion (pp. 73-82). In <i>Understanding Human Information Behavior</i>. Perrin, A., & Atske, S. (2021, April 2). 7% of Americans don't use the internet. Who are they? https://ter.ps/7PAmericans</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&T 2012 Annual Meeting</i>, Baltimore, MD, October 26-30, 2012.</p>	<p>C1. Team Project Proposal due Tuesday, 9/19</p>
<p>5 (9/26 & 9/28)</p>	<p>Health-Related Information Seeking</p>	<p>9/28: Guest Speaker: Dr. Amanda Lazar, Assistant Professor, iSchool [Zoom]</p> <p>St. Jean, B., Gorham, U., & Bonsignore, E. (2021). Chapter 13: Consumer Health Information Behavior and Health Justice. In <i>Understanding Human Information Behavior</i> (pp. 205-218). 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), 309-20. Wartella, E., Rideout, V., Montague, H., Beaudoin-Ryan, L., & Lauricella, A. (2016). Teens, health and technology: A national survey. <i>Media & Communication</i>, 4(3), 13-23.</p>	<p>E2. Search Mastery Module 1 due by Thursday, 9/28</p> <p>F. Health Justice Action #1 (extra credit): Due Friday, 9/29</p>
<p>6 (10/3 & 10/5)</p>	<p>Information Avoidance</p>	<p>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</i>, 93(3), 353-362. St. Jean, B., Jindal, G., & 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&T 2017 Annual Meeting</i>, Crystal City, VA, October 27 – November 1, 2017. Song, S., Yao, X., & Wen, N. (2021). What motivates Chinese consumers to avoid information about the COVID-19 pandemic?: The perspective of the stimulus-organism-response model. <i>Information Processing & Management</i>, 58(1), 102407.</p>	<p>B1. Health Information Seeking Account due Tuesday, 10/3</p>

<p>7 (10/10 & 10/12)</p>	<p>Finding, Reading, and Critiquing Information Behavior Studies</p>	<p>St. Jean, B., Gorham, U., & Bonsignore, E. (2021). Chapter 7: Finding, Reading, and Critiquing Information Behavior Studies (pp. 83-110). In <i>Understanding Human Information Behavior</i>. 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 & Management</i>, 35(6), 801-817.</p>	<p>E2. Search Mastery Module 2 due by Thursday, 10/12</p>
<p>8 (10/17 & 10/19)</p>	<p>Tuesday, 10/17: In-Class <u>Workshop</u>: B2. Health Justice Case Analysis Presentations Thursday, 10/19: Health Justice Case Analysis Presentations [Please upload your presentation file to our ELMS site by 8 AM]</p>		
<p>9 (10/24 & 10/26)</p>	<p>Research Methods; Ethics of Online Research</p>	<p>St. Jean, B., Gorham, U., & Bonsignore, E. (2021). Chapter 8: Research Methods. In <i>Understanding Human Information Behavior: When, How, and Why People Interact with Information</i> (pp. 111-134). Vitak, J., Shilton, K., & 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 & Social Computing</i> (pp. 941-953). ACM. Chiauzzi, E., & 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. https://www.jmir.org/2019/2/e11985/</p>	<p>D1. Quiz 1 (on ELMS): Tuesday, 10/24 (11:00 AM) - Friday, 10/27 (11:59 PM)</p> <p>F. Health Justice Action #2 (extra credit): Due Friday, 10/27</p>
<p>10 (10/31 & 11/2)</p>	<p>Introduction to Health Justice / Cultural Competence</p>	<p>11/2: Guest Speaker: Dr. Devlon Jackson, Assistant Research Professor, Behavioral & Community Health [tentative]</p> <p>St. Jean, B., Jindal, G., Liao, Y., & 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, & Inclusion</i>, 3(3), article 32961. https://ter.ps/CHI</p> <p>Benda, N. C., Veinot, T. C., Sieck, C. J. & Ancker, J. S. (2020). Broadband Internet access is a social determinant of health! <i>American Journal of Public Health</i>, 110(8), 1123-1125. https://ter.ps/Benda</p> <p>Betancourt, J. R., Green, A. R., Carrillo, J. E., & 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> <p>Recommended: Venkatapuram, S. (2011). Introduction. In <i>Health Justice</i> (pp. 1-38). Malden, MA: Polity Press.</p>	<p>C2. Team Project: Annotated Bibliography due Thursday, 11/2</p>

<p>11 (11/7 & 11/9)</p>	<p>Health Literacy / Digital Health Literacy</p>	<p>11/7: Guest Speaker: Dr. Cynthia Baur, Professor & Director of Horowitz Center for Health Literacy, UMD School of Public Health</p> <p>St. Jean, B., Gorham, U., & Bonsignore, E. (2021). Chapter 5: Information Literacy (pp. 50-72). In <i>Understanding Human Information Behavior: When, How, and Why People Interact with Information</i>. National Network of Libraries of Medicine (NN/LM). (n.d.). <i>Health Literacy</i>. https://ter.ps/NNLMhllit</p> <p>Norman, C. D., & 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. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1550701/</p> <p>Bennett, I. M., Chen, J., Soroui, J. S., & 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>Recommended:</p> <p>Kodama, C., St. Jean, B., Subramaniam, M., & 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. https://link.springer.com/article/10.1007/s10791-017-9306-x</p> <p>Bray, L., Carter, B., Blake, L., Saron, H., Kirton, J. A., Robichaud, F. ... Protheroe, J. (2021) "People play it down and tell me it can't kill people, but I know people are dying each day". Children's health literacy relating to a global pandemic (COVID-19); An international cross sectional study. <i>PLoS ONE</i>, 16(2), e0246405.</p>	<p>E2. Search Mastery Module 3 due by Thursday, 11/9</p>
<p>12 (11/14 & 11/16) and 13 (11/21)</p>	<p>The Impact of the Internet on the Doctor-Patient Relationship (Tuesday, 11/14 & Tuesday, 11/21)</p> <p>Team Project Final Presentations (Thursday, 11/16)</p>	<p>Tan, S. S. L., & 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. https://www.jmir.org/2017/1/e9/</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. https://www.jmir.org/2015/1/e19/</p> <p>Chen, S. C. (2021). Information-seeking behavior of female doctor shoppers: Results from an interview study. <i>The Electronic Library</i>, 39(1), 208-223.</p> <p>Thursday, 11/16: C3. Team Project: Final Presentations (please upload your files to ELMS by 8 AM)</p> <p>Thursday, 11/23: No Class</p>	<p>C3. Team Project: Final Presentations due by 8 AM on Thursday, 11/16</p>

<p>14 (11/28 & 11/30)</p>	<p>Social Networks and Social Support</p>	<p>Swift, T. L. & 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. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3684139/</p> <p>Myrick, J. G., & Willoughby, J. F. (2021). A Mixed Methods Inquiry into the Role of Tom Hanks' COVID-19 Social Media Disclosure in Shaping Willingness to Engage in Prevention Behaviors. <i>Health Communication</i>, 1-9.</p> <p>Frost, J. H. & 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. https://www.jmir.org/2008/3/e15/</p>	<p>E2. Search Mastery Module 4 due by Thursday, 11/30</p> <p>F. Health Justice Action #3 (extra credit): Due Friday, 12/1</p>
<p>15 (12/5 & 12/7)</p>	<p>Facilitating Health-Related Information Seeking and Promoting Health Justice</p>	<p>St. Jean, B., Gorham, U., & Bonsignore, E. (2021). Chapter 9: Assessing User Information-Related Preferences and Information Needs (pp. 135-147). In <i>Understanding Human Information Behavior: When, How, and Why People Interact with Information</i>.</p> <p>St. Jean, B., Taylor, N. G., Kodama, C., Subramaniam, M., & Casciotti, D. (2015). Impacts of the HackHealth after-school program: Motivating youth through personal relevance. Research paper presented at <i>ASIS&T 2015 Annual Meeting</i>, St. Louis, MO, November 6-10, 2015.</p> <p>St. Jean, B., Jindal, G., Liao, Y., & Jaeger, P. T. (Eds.). (2020). Introduction: Libraries and librarians as agents of health information justice. In <i>Roles and Responsibilities of Libraries in Increasing Consumer Health Literacy and Reducing Health Disparities (Advances in Librarianship, Volume 47)</i>, pp. 3-18). London: Emerald Publishing Limited.</p>	<p>C4. Team Project: Final Paper due Tuesday, 12/5</p>
<p>Finishing Up: Friday, 12/8 – Thurs., 12/14</p>	<p>D2. Quiz 2: I will publish Quiz 2 on our ELMS site at 11:00 AM on Friday, 12/8; Quiz 2 is due by 11:59 PM on Wednesday, 12/13</p> <p>B3. Final Reflection Paper due Monday, 12/11</p> <p>E3. Search Mastery Post-test due by Thursday, 12/14</p>		

Note: This is a tentative schedule, and subject to change as necessary – 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 B1: Health Information Seeking Account [Individual]**Due Date:** Tuesday, 10/3 (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 (approximately 750 to 1,000 word) 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 (or was not) put to use;
- 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 specific advantages or disadvantages 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 (or were not) undertaken, including which sources were (or were not) consulted, why they were (or were not) 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 (or was not) put to use?

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 particular advantages or disadvantages 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 B2: Health Justice Case Analysis Presentations [Pairs]**Due Date:** Thursday, 10/19 (10%)

Working with another student, find a recent news article that is relevant to both health justice and information. For example, see these recent COVID-19-related articles: “Black and Latino communities often have low vaccination rates – but blaming vaccine hesitancy misses the mark”

(<https://www.pbs.org/newshour/health/black-and-latino-communities-often-have-low-vaccination-rates-but-blaming-vaccine-hesitancy-misses-the-mark>) and “Vaccination disparity among Latinos still high in Colusa County” (<https://www.kcra.com/article/vaccination-disparity-covid-latinos-high-colusa-county-covid/36948067>).

Prepare to give a 5-minute presentation followed by a very brief Q & A session on your selected article in class on [date]. Both you and your partner must participate in your presentation in order to get full credit for this assignment. As you share your article with the class, please be sure to:

- Point us toward your article by sharing the title of the article, the source (e.g., PBS, Wall Street Journal), and the URL
- Explain how you found your article and why you selected it
- Provide a detailed summary of your article
- Point out who is experiencing health disparities and the reason(s) for these disparities, as described in the article
- Describe the way(s) in which information is contributing to health injustice
- Describe at least two potential ways in which we could use information to help to combat this injustice

Rubric:**I. Identification of Selected Article (10 points)**

- Has the pair of students shared the title, source, and URL of their selected article?

II. Locating & Selecting the Article (10 points)

- Have they explained how they went about finding their article?
- Have they explained why they decided to focus on this particular article?

III. Article Summary (25 points)

- Have they provided a detailed summary of their article?

IV. Who is experiencing health disparities? Why? (10 points)

- Have they pointed out who is experiencing health disparities?
- Have they described the causes of these disparities, as laid out in their article?

V. How is information contributing to health injustice? (15 points)

- Have the students described how information is contributing to the health injustice(s) described in the article?

VI. How can we use information to combat this health injustice? (20 points)

- Has the team shared at least two ways in which we can use information to help combat the injustices described in the article?

VII. Overall Presentation Quality (10 points)

- Did both students participate in the presentation and help to answer any questions posed to them?
- Did they stay within the time limit?
- Was their presentation clear, well-organized, and easy to follow?

Assignment B3: Final Reflection Paper [Individual]

Due Date: Monday, 12/11 (10%)

Please prepare a two- to three-page paper (single-spaced), reflecting on what you have learned and experienced in this course. Please be sure to touch on each of these questions:

- How has this course invited you to think in new ways about your life, your place in the University and the other communities to which you belong, and/or issues that are central to your major discipline and/or other fields that are of interest to you?
- What are three main ideas you are taking away with you from this class?
- What was the most surprising thing you learned in this class?
- How might taking this class shape your future decisions, such as your choice of future classes or career?
- How did your team project go? Please share how well your team worked together and the specific ways in which you and each of your teammates collaborated and contributed to this project.
- What did you learn about teamwork from this course? What worked well? What did not?
- What one thing would you like to do as a budding information professional to help to combat health injustice?
- **For up to 10 points extra credit on this assignment:** Please end your paper with a ½-page reflection on your experiences participating in the RADical Health Sessions.

Rubric:

This assignment will be graded as one of the following:

- **Check-plus** (100 points): The student has reflected in depth on this course and has covered all of the items listed above.
- **Check** (80 points): The student has done some reflection on the course and has covered most of the items listed above.
- **Check-minus** (0 points): The student has not answered these questions sufficiently or has not turned in this paper.

Assignments C1 – C4: Final Projects [Team]

Due Dates:

Assignment C1. Proposal: Tuesday, 9/19 (check-off)

Assignment C2. Annotated Bibliography: Thursday, 11/2 (10%)

Assignment C3. Final Presentation: Thursday, 11/16 (Upload presentation file by **8 AM**) (10%)

Assignment C4. Final Paper: Tuesday, 12/5 (10%)

For this assignment, please team up with 4 to 5 of your classmates and 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. Once you have selected a population, you will work together to conduct an in-depth investigation into their health-related information behaviors, any information-related barriers they tend to face, and the health inequities they experience. You will then draw on what you have learned in this investigation in order to propose at least two different information-related solutions (whether processes, resources, services, systems, etc.) that can help to address these information-related barriers and health inequities.

Before diving into your investigation, please submit a 1-page **proposal (Assignment C1)** by **Tuesday, 9/19**, in which you share the name of your team and the names of your team members, and describe the population you have selected, your motivations for selecting this population, and any specific hypotheses and/or questions you would like to focus on during your investigation. Please be sure to include all team collaboration and communication agreements (e.g., we will communicate with each other via email; we promise to respond to all project-related emails within 48 hours) and agreed-upon team member roles and responsibilities (e.g., Amir is our team leader; Malik will take notes during our team meetings; Steve will proofread all assignments before they are turned in; Jenny will upload all team assignments to ELMS) within your proposal.

Once you have received my feedback on your proposal, please work with your team to identify and select at least five peer-reviewed journal articles (at least one article per team member) that describe results from recent empirical studies focused on the health-related information behaviors of your selected population and the information-related barriers and health inequities that they face. After carefully reading these articles, please prepare an **annotated bibliography (Assignment C2)** (due **Thursday (11/2)**). Begin this paper by providing an introduction to your project, including your motivations and goals for undertaking this project. Then, for each article you will be using for your final project, provide: (1) a citation in APA style; (2) a brief summary; (3) a critical appraisal; and (4) an explanation of how the article is relevant to your final project. Your introduction and your entry for each article should be approximately ½ page long (single-spaced). The total length of your annotated bibliography should be between 3 to 5 pages (single-spaced). When you upload your completed annotated bibliography, please be sure to also upload a pdf of each article you have cited within your annotated bibliography.

After receiving my feedback on your annotated bibliography, please: (1) Prepare to give an 8-minute **presentation (Assignment C3)** and then lead a 2-minute class discussion/Q&A in class on **Thursday, 11/16**; and (2) Write a 2,500 to 4,000-word **paper (Assignment C4)** (due **Tuesday, 12/5**). Both your presentation and paper need to include the sections/content listed below. When you upload your completed paper, please be sure to also upload a pdf of each article you have cited within your final paper.

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 studies you've selected, 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, the information-related barriers they face, and the health inequities they experience?

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, the information-related barriers they face, and the health inequities they experience?
4. **Conclusion:** Propose at least two 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 you have learned about the health-related information behavior of your selected population, the information-related barriers they face, and the health inequities they experience.
5. **References** (APA style)

Rubric (Assignment C2. Annotated Bibliography):

I. Introduction (20 points)

- Has the team provided an introduction to their annotated bibliography, in which they describe their research project, including their motivations and goals for engaging in the project?

II. Number/Relevance of Articles Selected for Annotation (10 points)

- Has the team provided annotations for at least six articles (two per team member) that are directly relevant to their project?

III. Citations (5 points)

- Has the team provided a citation in APA style for each article

IV. Article Summaries (20 points)

- Has the team provided an adequate summary of each article?

V. Critical Analysis (10 points)

- Has the team provided some critical analysis of each article?

VI. Connections Drawn Between Selected Articles and Students' Final Project (15 points)

- Has the team described how each article relates to their final project?

VII. Overall Writing Quality (20 points)

- Is the team's annotated bibliography clearly written, well-organized, & easy to understand?

Rubric (Assignment C3. Presentation & Assignment C4. Paper):

I. Introduction (10 points)

- Has the team described their selected population and why they selected this population?
- Has the team oriented us as to what we can expect in the remainder of their presentation/paper?

II. Literature Review (20 points)

- Has the team described each of their selected studies, including the authors' research questions; their recruitment, data collection, and data analysis methods; and their findings?
- Has the team described what they learned about their population's health-related information behaviors, as well as the information-related barriers they face and the health inequities they experience?

III. Discussion (20 points)

- Has the team drawn connections across their selected studies?
- Has the team discussed why the findings from their studies are important?
- Has the team described any relationships they may have observed between their population's health-related information behaviors, the information-related barriers they face, and the health inequities they experience?

IV. Conclusion (30 points)

- Has the team proposed at least two potential information-related solutions to the information-related barriers and the health inequities faced by their selected population?
- Are the team's proposed solutions grounded in what they learned about the information behaviors of their population, the information-related barriers they face, and the health inequities they experience?

V. Overall Presentation/Writing Quality (20 points)

- Did all team members participate in the presentation and Q & A session?
- Did the team's presentation/paper stay within the time/word limit?
- Was the team's presentation/writing clear, well-organized, and easy-to-understand?
- Has the team properly used APA style for both their in-text citations and their reference list?