



"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 451: Consumer Health Informatics

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 28 – December 11, 2023

Course Times: Mondays, 2:00 – 4:45 PM

Classroom: Hornbake North, Room 0302H

Grader: Urvi Varma (she/her/hers)

Email: uvarma@umd.edu

Course Description [Prerequisite: Minimum grade of C- in INST126, INST201, or STAT100; and Minimum C- grade in PSYC100 or SOCY 105]

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

Extended Course Description

This course will introduce students to the field of Consumer Health Informatics, which focuses on consumers’ health-related information needs and ways to make information accessible to them. Our primary focus will be the intersection of Consumer Health Informatics and Information Behavior, which has been termed “Consumer Health Information Behavior” or CHIB. CHIB encompasses people’s health-related information needs, as well as the activities in which people engage (or not) in order to find, manage, share, use, etc. health information. CHIB takes place against an important backdrop – each individual’s situation/context, including the resources and opportunities they can bring to bear on their situation, as well as the limitations & barriers that they personally face, as they engage (or not) in CHIB.

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

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

Course Goals

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

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

Learning Outcomes

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

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

Required Resources

- **Course Website:** elms.umd.edu
- **Book** (Approximate cost for paperback version: \$35):
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)].

All assigned readings (including those from our textbook for the course) are available as either pdf files on our class Canvas site (under "Files> Readings") or via links provided in the Course Schedule below. Please do not hesitate to contact me if you have any trouble locating assigned readings at any point in the semester.

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

Babbie, E. (2016). *The Practice of Social Research* (14th ed.). Boston, MA: Cengage Learning. [ISBN: 978-1305104945]

Buchbinder, M., Rivkin-Fish, M., & Walker, R. L. (Eds.). (2016). *Understanding Health Inequalities and Justice*. Chapel Hill, NC: The University of North Carolina Press. [ISBN: 978-1469630342] [eBook: <https://ebookcentral.proquest.com/lib/umdcg/detail.action?docID=4525843>]

Case, D. O. & Given, L. M. (2016). *Looking for information: A survey of research on information seeking, needs, and behavior* (4th ed.). Bingley, UK: Emerald Group Publishing Limited. [ISBN: 978-1785609688] [e-book: <https://umaryland.on.worldcat.org/oclc/923550250>]

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

- Glanz, K, Rimer, B. K., & Viswanath, K. (Eds.). (2015). *Health Behavior: Theory, Research and Practice* (5th ed.). San Francisco: Jossey-Bass. [ISBN: 978-1118628980] [eBook: <https://umaryland.on.worldcat.org/oclc/904400161>]
- Hoyt, R. E. & Hersh, W. R. (Eds.). (2018). *Health Informatics: Practical Guide* (7th ed.). Informatics Education. [ISBN: 978-1387642410]
- Institute of Medicine. (2004). *Health Literacy: A Prescription to End Confusion*. Washington, DC: The National Academies Press. [ISBN: 978-0-309-28332-8] [Free pdf: <https://www.nap.edu/catalog/10883/health-literacy-a-prescription-to-end-confusion>]
- Levy, B. S. (Ed.). (2019). *Social Injustice and Public Health* (3rd ed.). New York, NY: Oxford University Press. [ISBN: 978-0190914646] [e-book: <https://umaryland.on.worldcat.org/oclc/1107599855>]
- Lewis, D., Eysenbach, G., Kukafka, R., Stavri, P. Z., & Jimison, H. (Eds.). (2010). *Consumer Health Informatics: Informing Consumers and Improving Health Care*. New York, NY: Springer Science+Business Media, Inc. [ISBN: 978-1-4419-2021-8; e-ISBN: 978-0-387-27652-6] [e-book: <https://link.springer.com/book/10.1007%2F0-387-27652-1>]
- Pickard, A. J. (2013). *Research Methods in Information* (2nd ed.). Chicago, IL: Neal-Schuman. [ISBN: 978-1-55570-936-5]. [eBook: <https://umaryland.on.worldcat.org/oclc/1001349768>]
- 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] [e-book: <https://umaryland.on.worldcat.org/oclc/1198990810>]
- Venkatapuram, S. (2011). *Health Justice*. Malden, MA: Polity Press. [ISBN: 978-0-7456-5034-0]

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

General Information Behavior:

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

Specifically Health-Related Information Behavior:

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

Course Structure

Our class meetings will consist of lectures, Kahoots, group discussions, and occasional guest speakers. 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 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

I. 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 Kahoots, to reinforce course content. Additionally, we will have some asynchronous discussions on the discussion board on our course Canvas site. Your participation in our synchronous and asynchronous discussions, in-class activities, and in your teams working on your final projects 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.

- II. Papers and Presentations (65% total) [See the last four pages of this syllabus]**
- A1. Health Information Seeking Account [Individual] (10%):** Papers due 10/9.
 - A2. Final Project [Team] (45% total):** **A2-P. Proposal** (check-off): due 9/25; **A2-AB. Annotated Bibliography** (10%): due 10/30; **A2-Pr. Presentation** (15%): upload files by noon on Monday, 11/20, in preparation for giving your presentation in class; **A2-Pa. Papers** (20%): due 12/4
 - A3. Final Reflection Paper [Individual] (10%):** Papers due 12/11.

III. Quizzes [Individual] (25% total)

Quiz 1 (Midterm) (10%): Quiz 1 will be posted on ELMS at **6:00 PM on Monday, October 16th**; Quiz 1 is due by **11:59 PM on Thursday, October 19th**

Quiz 2 (Final) (15%): Quiz 2 will be posted on ELMS at **noon on Wednesday, December 13th**; Quiz 2 is due by **3:30 PM on Saturday, December 16th**

Two quizzes will be administered to test your understanding of the concepts introduced in the course. These quizzes 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).

Grading

Your course grade will be determined based on: (1) Your participation in the entire course, including your team projects; (2) Your grades on your papers and presentations; and (3) Your quiz scores. The weighting of each component of your grade is shown in the table below:

Assignment		Due Date	%
n/a	Course Participation [Individual]	Throughout semester	10%
A2-P	Final Project – Proposal [Team]	Monday, September 25 th	Check-off
A1	Health Information Seeking Account [Individual]	Monday, October 9 th	10%
Quiz 1 (Midterm)	Quiz 1 (Midterm) [Individual]	6:00 PM on Monday, 10/16 – 11:59 PM on Thursday, 10/19	10%
A2-AB	Final Project – Annotated Bibliography [Team]	Monday, October 30 th	10%
A2-Pr	Final Project – Presentation [Team]	Monday, November 20 th	15%
A2-Pa	Final Project – Paper [Team]	Monday, December 4 th	20%
A3	Final Reflection Paper [Individual]	Monday, December 11 th	10%
Quiz 2 (Final)	Quiz 2 (Final) [Individual]	Noon on Wednesday, 12/13 – 3:30 PM on Saturday, 12/16	15%

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
Course Participation	✓	✓	✓	---	✓	✓
A1. Health Information Seeking Account [Individual]	✓	✓	✓	---	✓	---
A2. Team Project Deliverables (Proposal, Annotated Bibliography, Final Presentation, Final Paper)	✓	✓	✓	---	✓	✓
A3. Final Reflection Paper [Individual]	✓	✓	✓	---	---	---
Quizzes [Individual]	✓	✓	✓	---	---	---

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
Week 1 (8/28)	Introduction to Consumer Health Informatics, Consumer Health Information Behavior, & Health Justice; 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>Koh, H. K. (2020, June 18). The COVID-19 Pandemic Shows Why We Must—And How We Can—End Racial Injustice in Health. <i>Time</i>, June 18, 2020. https://time.com/5855756/covid-19-racial-injustice-health/</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://www.npr.org/sections/health-shots/2021/05/24/994648555/avoid-medical-jargon-to-shrink-covid-health-disparities-say-patient-advocates</p> <p>Hersh, W. R., Gibbons, M. C., Shaihk, Y., & Hoyt, R. E. (2018). Chapter 12: Consumer health informatics. In R. E. Hoyt & W. R. Hersh (Eds.), <i>Health Informatics: Practical Guide</i> (7th ed., pp. 253-269). Informatics Education.</p> <p>Wilson, T. D. (2000). Human Information behavior. <i>Informing Science</i>, 3(2), 49-56.</p>	
Week 2 (9/4)		*** No Class: Labor Day ***	
Week 3 (9/11)	Introduction to Information Behavior (IB)	<p><u>Review</u>: St. Jean, B., Gorham, U., & Bonsignore, E. (2021). Chapter 1: Introduction to Information Behavior (pp. 1-8) and Chapter 7: Finding, Reading, and Critiquing Information Behavior Studies (pp. 83-110). 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>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>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>	

Week	Topic	Readings	Due
Week 4 (9/18)	Information Needs	<p><u>Review:</u> St. Jean, B., Gorham, U., & Bonsignore, E. (2021). Chapter 2: Fundamental Concepts (pp. 9-19) and Chapter 4: Related Concepts (pp. 29-49). In <i>Understanding Human Information Behavior: When, How, and Why People Interact with Information</i>.</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>Ankem, K. (2006). Factors influencing information needs among cancer patients: A meta-analysis. <i>Library & Information Science Research</i>, 28(1), 7-23.</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>	
Week 5 (9/25)	Introduction to Health-Related Information Seeking	<p>Library Research Session with Rachel Gammons, Head of Teaching and Learning Services, UMD Libraries</p> <p><u>Review:</u> St. Jean, B., Gorham, U., & Bonsignore, E. (2021). Chapter 13: Consumer Health Information Behavior and Health Justice (pp. 205-218). In <i>Understanding Human Information Behavior: When, How, and Why People Interact with Information</i>.</p> <p>Johnson, J. D. & Case, D. O. (2012). Chapter 1: Introduction to Health Information Seeking (pp. 3-23) and Chapter 2: Information fields and carriers (pp. 24-35). In <i>Health Information Seeking</i>. Washington, DC: Peter Lang.</p> <p>Wartella, E., Rideout, V., Montague, H., Beaudoin-Ryan, L., & Lauricella, A. (2016). Teens, health and technology: A national survey. <i>Media and Communication</i>, 4(3), 13-23.</p> <p>St. Jean, B. (2017). Factors motivating, demotivating, or impeding information seeking and use by people with type 2 diabetes: A call to work toward preventing, identifying, and addressing incognizance. <i>Journal of the Association for Information Science and Technology</i>, 68(2), 309-320.</p> <p><u>View:</u> <i>What is plagiarism and how to avoid it?</i> https://www.youtube.com/watch?v=Pmab92ghG0M</p>	Assignment 2-P: Final Project Proposal due Monday, 9/25
Week 6 (10/2)	Health-related Information Seeking: Strategies and Channel Selection & Usage	<p><u>Review:</u> St. Jean, B., Gorham, U., & Bonsignore, E. (2021). Chapter 6: Digital Divide and Digital Inclusion (pp. 73-82). In <i>Understanding Human Information Behavior: When, How, and Why People Interact with Information</i>.</p> <p>Johnson, J. D. & 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. & 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>Ruiz, J. B., & Bell, R. A. (2021). Predictors of intention to vaccinate against COVID-19: Results of a nationwide survey. <i>Vaccine</i>, 39(7), 1080-1086.</p>	

Week	Topic	Readings	Due
Week 7 (10/9)	Information Avoidance	<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.</p> <p>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 – Nov. 1, 2017.</p> <p>Johnson, J. D. & Case, D. O. (2012). Chapter 6: Outcomes of information seeking. In <i>Health Information Seeking</i> (pp. 123-156). Washington, DC: Peter Lang.</p> <p>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>	Assignment 1: Health Information Seeking Account papers due Monday, 10/9
Week 8 (10/16)	Quiz 1 (Midterm) Introduction to Models of Information Behavior and Information Seeking	<p><u>Review:</u> St. Jean, B., Gorham, U., & Bonsignore, E. (2021). Chapter 12: Information Behavior Models and Theories. In <i>Understanding Human Information Behavior: When, How, and Why People Interact with Information</i> (pp. 181-204).</p> <p>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.</p> <p>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.</p>	Quiz 1 (Midterm) [6:00 PM, Monday, 10/16 – 11:59 PM, Thursday, 10/19]
Week 9 (10/23)	Introduction to Health Behavior; Health Behavior Theories and Models	<p>Greyson, D. L., & Johnson, J. L. (2016). The role of information in health behavior: A scoping study and discussion of major public health models. <i>Journal of the Association for Information Science and Technology</i>, 67(12), 2831-2841.</p> <p>Strecher, V. J., McEvoy DeVellis, B., Becker, M. H., & Rosenstock, I. M. (1986). The role of self-efficacy in achieving health behavior change. <i>Health Education & Behavior</i>, 13(1), 73-91.</p> <p>Klasnja, P., & Pratt, W. (2012). Healthcare in the pocket: Mapping the space of mobile-phone health interventions. <i>Journal of Biomedical Informatics</i>, 45(1), 184-198.</p> <p>Skim: National Cancer Institute (2005). <i>Theory at a Glance: A Guide for Health Promotion Practice</i> (2nd ed.). https://web.archive.org/web/20140915094344/http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf</p>	

Week	Topic	Readings	Due
Week 10 (10/30)	Research Design, Methodology, and Methods; Ethics of Online Research	<p><u>Review:</u> 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).</p> <p>Babbie, E. (2016). Chapter 3: The ethics and politics of social research. In <i>The Practice of Social Research</i> (14th ed., pp. 60-85). Boston, MA: Cengage Learning.</p> <p>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.</p> <p>Chiauszi, 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>	Assignment 2-AB: Final Project Annotated Bibliography due Monday, 10/30
Week 11 (11/6)	Introduction to Health Justice; Cultural Competence	<p>Venkatapuram, S. (2011). Introduction. In <i>Health Justice</i> (pp. 1-38). Malden, MA: Polity Press.</p> <p>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>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/CHIJ</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>	
Week 12 (11/13)	Health Literacy; Digital Health Literacy	<p><u>Review:</u> 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>.</p> <p>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>Subramaniam, M., St. Jean, B., Taylor, N. G., Kodama, C., Follman, R., & Casciotti, D. (2015). Bit by bit: Using design-based research to improve the health literacy of adolescents. <i>JMIR Research Protocols</i>, 4(2), paper e62. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4464334/</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>	

Week	Topic	Readings	Due
Week 13 (11/20)	Impact of the Internet on the Doctor-Patient Relationship	<p style="text-align: center;">*** Assignment 2-Pr: Final Project Presentations ***</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>Broom, A. (2005). Virtually he@lthy: The impact of Internet use on disease experience and the doctor-patient relationship. <i>Qualitative Health Research</i>, 15(3), 325-345.</p> <p>Silver, M. P. (2015). Patient perspectives on online health information and communication with doctors: A qualitative study of patients 50 years old and over. <i>Journal of Medical Internet Research</i>, 17(1), paper e19. https://www.jmir.org/2015/1/e19/</p> <p>Recommended: 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>	Assignment 2-Pr: Final Project Presentations (files must be uploaded by noon on Monday, 11/20)
Week 14 (11/27)	Social Networks and Social Support	<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.</p> <p>Nolan, S., Hendricks, J., Ferguson, S., & Towell, A. (2017). Social networking site (SNS) use by adolescent mothers: Can social support and social capital be enhanced by online social networks? – A structured review of the literature. <i>Midwifery</i>, 48, 24–31.</p> <p>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>	

Week	Topic	Readings	Due
Week 15 (12/4)	Facilitating Health-Related Information Seeking and Promoting Health Justice	<p><u>Review:</u> 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>Johnson, J. D. & Case, D. O. (2012). Chapter 8: Strategies for health professionals. In <i>Health Information Seeking</i> (pp. 184-209). Washington, DC: Peter Lang.</p> <p>Johnson, J. D. & Case, D. O. (2012). Chapter 9: Summing up: Information seeking in the Information Age. In <i>Health Information Seeking</i> (pp. 210-227). Washington, DC: Peter Lang.</p> <p>Johnson, J. D. (2014). Health-related information seeking: Is it worth it? <i>Information Processing & Management</i>, 50(5), 708-717.</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 the <i>ASIS&T 2015 Annual Meeting</i>, St. Louis, MO, November 6-10, 2015.</p> <p>Recommended:</p> <p>Hirvonen, N., Huotari, M.-L., Niemelä, R., & 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>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 Ltd.</p>	Assignment 2-Pa: Final Project Papers due Monday, 12/4.
Week 16 (12/11)	Summing Up; Review for Quiz 2	In-Class Activity Review for Quiz 2	Assignment 3: Reflection Papers due Monday, 12/11
Finishing up: Wed., 12/13 (noon) – Saturday, 12/16 (3:30 PM)	Quiz 2 (Cumulative Final)	*** Quiz 2: I will post Quiz 2 on our ELMS site at noon on Wednesday, December 13th; Quiz 2 is due by 3:30 PM on Saturday, December 16th ***	

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

Assignment 1: Health Information Seeking Account [Individual]

Due Date: October 9, 2023 (10%)

For this assignment, either recall a recent time when you went looking for health-related information or interview someone else about a recent time when they went looking for health-related information.

Prepare a short paper (750 to 1,000 words) describing:

- The information need, the factors that brought about the information need, and the overall context in which the need occurred;
- The information-seeking actions undertaken or not undertaken (including the specific sources consulted, why they were chosen, and how useful they were);
- The ways in which, and the reasons why, the information obtained was (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?

VI. Overall Writing Quality (20 points)

- Is the student's paper within the word limit and is their writing clear, well-organized, and easy-to-understand?

Assignment 2: Final Projects [Team]

Due Dates:

Assignment 2-P. Proposal: September 25, 2023 (check-off) [Team]

Assignment 2-AB. Annotated Bibliography: October 30, 2023 (10%) [Team]

Assignment 2-Pr. Presentation: November 20, 2023 (Upload presentation file by **noon**) (15%) [Team]

Assignment 2-Pa. Paper: December 4, 2023 (20%) [Team]

For this assignment, please team up with 3 to 4 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 (A2-P)** by **September 25th** 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 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 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 our feedback on your proposal, please work with your team to identify and select at least six peer-reviewed journal articles (at least two articles 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 (A2-AB)** (due **October 30th**). 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 complete annotated bibliography should be approximately 3 to 4 pages long (single-spaced). When you upload your completed annotated bibliography to ELMS, please also upload a pdf of each article you cited in your paper.

After receiving our feedback on your annotated bibliography, please: (1) Prepare to give a 10-minute **presentation (A2-Pr)** and then lead a 5-minute class discussion/Q&A in class on **November 20th**; and (2) Write a 3,500- to 4,000-word **paper (A2-Pa)** (due **December 4th**). Both your presentation and paper need to include the sections/content listed below. When you upload your completed final paper to ELMS, please also upload a pdf of each of the articles you have cited.

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 2-AB. Annotated Bibliography):

- 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? (20 points)
- Has the team provided annotations for at least six articles (two per team member) that are directly relevant to their project? (10 points)
- Has the team provided a citation in APA style for each article (5 points)
- Has the team provided an adequate summary of each article? (20 points)
- Has the team provided some critical analysis of each article? (10 points)
- Has the team described how each article relates to their final project? (15 points)
- Is the team's annotated bibliography clearly written, well-organized, & easy to understand? (20 points)

Rubric (Assignment 2-Pr. Presentation & Assignment 2-Pa. 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?

Assignment 3: Final Reflection Paper [Individual]

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

After submitting your final team project paper, please write a two- to three-page single-spaced Reflection Paper, reflecting on what you have learned and experienced in this course. Please be sure to cover your own individual learning and experiences, as well as your experiences with your team project. Regarding the latter, please evaluate your own performance, the performance of each of your teammates, and the performance of your overall team as you worked together on this project. Be sure to reflect on what you are taking away with you from this class and from your experiences working on your final project.

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. If you had \$100 to distribute among yourself and your teammates based on your/their performance on the team project this semester, how would you distribute the money? Why?
- 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?

Your Reflection Papers are due by **Monday, December 11th**. Please note that these papers will be taken into consideration as we work on grading your final papers and determining your final course participation grades.

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 reflected in depth and has not answered all of these questions sufficiently, or the student has not turned in this paper.