Instructor:  
Mark Hopkins, MSKM, AHIP  
School of Library and Information Studies

Best way to contact:  
Mark.E.Hopkins-1@ou.edu

Office hours:  
Online:  By appointment

Course Description:  
Prerequisite/Corequisite: LIS5033/KM5033 Information and Knowledge Society OR Permission  
This course will provide an introduction to health care information systems, tools and terminologies. Emphasis will be on the role of libraries as well as emerging trends and how librarians and information professionals can be involved in the process. This course is designed for you to be open-minded. It will deviate at times to explore the broader structure and considerations of how health information works in different systems to provide a better understanding of why information is integral to successful communication, interoperability, research, etc. – and how these different areas can provide us, as information professionals, a platform to engage and play a part.

Optional Texts: We will use selected chapters from these texts, which will be made available through D2L. There is no requirement to purchase either text.

Title:  
Health informatics for medical librarians

Edition:  
1st

Authors:  
Ana D. Cleveland & Donald B. Cleveland

Publication Year:  
2009

Publisher:  
Neal-Schuman

ISBN:  
1555706274

Title:  
Biomedical Informatics: Computer Applications in Health Care and Biomedicine

Edition:  
3rd

Authors:  
Eds: Shortliffe & Cimino

Publication Year:  
2006

ISBN:  
0387289860
Student Learning Outcomes
Upon successful completion of the course, students will be able to:

1. Conceptualize the broader health information environment.
2. Explain the role and development of terminologies and standards that affect health information systems, their communication and use as well as the organizations that influence these.
3. Understand the challenges and opportunities librarians and information professionals face.
4. Distinguish the types of information resources libraries cultivate and make available to health care professionals and researchers.

Teaching/Learning Methods
This course will be delivered online and employ lectures, readings, asynchronous group discussion, and individual and group learning experiences. Assignments will be designed for application as well as analysis of concepts and issues.

Readings for each topic area will be assigned either from the text or from additional assigned readings that will be available online or via the University of Oklahoma’s E-Reserves: http://libraries.ou.edu/eresources/reserves/

Evaluation Methods
Evaluation will be based on a combination of reports, and online discussions designed to foster critical thinking and synthesis of course concepts. These assignments are designed for application as well as analysis of concepts and issues.

You are expected to complete textbook and/or other assigned readings during the time period assigned for each topic. All class members are expected to welcome open expression of opinions, attitudes, and beliefs and to accept the legitimacy and value of dissent, whether the dissenting opinion is considered valid or not. Please also see the “Professionalism in Electronic Communication” section below.

Technological Literacy Requirements
To be successful everyone in this online course must be able to:

• access and use Desire2Learn aka D2L (http://learn.ou.edu), including using the Dropbox to send attachments, on a daily basis,
• access and use e-mail, including sending attachments, on a daily basis,
• identify, access, and use web sites,
• process word documents, and
• access and use (using a web camera and microphone) social networking sites including Skype and YouTube

If you are not able to do one or more of the above tasks, contact the instructor immediately (Mark.E.Hopkins-1@ou.edu) for reference to tutorials to assist you in gaining the skills required to participate in this course.

Journals:
Possible journals to browse regularly include, but are not limited to, the following titles that are available via electronically via the OU libraries:

• Journal of the American Medical Informatics Association
• Health Information & Libraries Journal
• Journal of Electronic Resources in Medical Libraries
• Information Research
• Journal of Documentation
• Journal of the American Society for Information Science and Technology
• Library and Information Science Research
**D2L Profile, Syllabus and an Introduction to Health Information Overview (10%)**

**Learning Objectives**
This week will discuss health information as a concept. Some general definitions will be provided. The variance in scope and use of health information will be considered to emphasize the different information users that consume, create, collect, manage and disseminate health information.

1. To put names to faces and interests.
2. To develop a community among the students.

**Procedures**
Read the assigned chapters and readings
Create or update your D2L profile by clicking on the “Profile” link on the left hand side of your D2L homepage.

**Assignment** – After completion of the readings, write a short post about what aspect or part, so far, you find most challenging or you want to know the most about.

**Health Information Professionals (disciplines) and Institutions (10%)**

**Learning Objectives**
Introduction to the concepts: BioInformatics, health informatics, health sciences research, public health, CDC, NIH, etc.

1. Point of care, research, labs, charting, meaningful use, electronic health record, big data, data visualization, consumer health.
2. The slides for this week could provide a very brief overview on all of these keywords to familiarize students with the health information vocabulary and topics.

**Procedures**
Read the assigned chapters and readings

**Assignment** – Complete a 1-2- page write-up comprising the history, vision or mission, scope of information coverage (resources, data, etc.) for one of the three listed institutions. In looking at the information available what about it seems most intuitive or least intuitive.

**Health Information Professional Organizations (15%)**

**Learning Objectives**
This section will allow students to research one of the professional organizations and provide their perceptions of how these groups impact health information. A brief overview of these and others will be provided in the lecture or slides.

1. National Library of Medicine
2. American Medical Informatics Association
3. Health Level 7 (HL7)
4. Healthcare Information and Management Systems Society (HIMSS)
5. Consumer Health
6. Advocacy Groups

**Procedures**
Read the assigned chapters and readings

**Assignment** – Watch a recorded webinar or YouTube promotional video and write ½ page about what you felt the organization wanted you to take away and what they are trying to accomplish. Then answer this question in 1-2 sentences: “Did you feel engaged, why or why not?”

**Terminologies (How Health Information “Communicates”) (15%)**

**Learning Objectives**
Provide a list consistent with assignments in medical informatics, where student will review and explain aspects of each terminology they choose

1. Unified Medical Language System (UMLS)
2. SNOMEDCT
3. ICD-9/10
4. LOINC
5. Health Level 7 (HL7)
6. Medical Subject Headings (MeSH)

**Procedures**
Read the assigned chapters and readings

**Assignment** – Summary section - how do you believe these terminologies make or provide opportunities for information professionals. Feel free to provide anecdotal or personal feelings. 1-2 Pages.

**Health Information Tools (20%)**

**Learning Objectives**
While there are many other types of tools, we will focus on this one in particular because it has special significance today and its relationship to current health care law and meaningful use criteria.

**Procedures**
Read the assigned chapters and readings

**Assignment** – Evaluating an EHR - indicate two modules you think would benefit from added health information resources and why. Write a 1-2 page summary of what the two modules are doing and what information would enhance its value to users.

**Health Information Resources (30% Undergraduate) and (5% Graduate)**

**Learning Objectives**
Research Information Resources
1. MEDLINE, EMBASE, Web of Science
2. Library E-Resources
   a. Books, Journals, Videos, CME sources
3. Point of Care, Evidence Based, Reference, Images

Procedures
Read the assigned chapters and readings

Assignment (Undergraduate Student Final) – Complete a 2-3 page paper with your thoughts on the following questions. Due End of Week 7

Reassess your first post on what you perceived as most challenging. Is that still the same thing or different? What insights have you taken away that would allow you to address these concerns? Lastly, provide your thoughts on how this course has highlighted the overlapping nature of each aspect of an information system

Assignment (Masters Student) – Complete a ½ page summary on what challenges users could face given the different types and make-up of information resources.

Wrap-Up and Final Papers Due (25%)

Learning Objectives
While there are many other types of tools, we will focus on this one in particular because it has special significance today and its relationship to current health care law and meaningful use criteria.

Procedures
Review materials covered over this course and begin to think about general concepts and ideas that would apply to you as a librarian now or in the future, and then answer the questions below.

Read the assigned chapters and readings

Final Assignment (Masters Student Only) – In the last two weeks, answer these three questions in ½ to 1 page each succinctly.

1. What health information discipline would be important for libraries to engage and partner with and why?
2. List the challenges and opportunities libraries and librarians face in remaining affluent with respect to health information tools.
3. What overlap, if any, do you see that exists between professional organizations / institutions and the development of health information terminologies?
<table>
<thead>
<tr>
<th>Week and Topic</th>
<th>% Grade</th>
<th>Due Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Week - Health Information Overview</td>
<td>10%</td>
<td>July 6</td>
<td>Assignment – D2L Introduction (5%) AND Write a short post about what aspect or part, so far, you find most challenging or interesting (5%).</td>
</tr>
<tr>
<td>Information Overview</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Users and Vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Week - Health [Information] Professionals (disciplines) and Institutions</td>
<td>10%</td>
<td>July 13</td>
<td>Assignment – Complete a 1-2- page write-up comprising the history, vision or mission, scope of information coverage (resources, data, etc.) and what types of health professionals would find the information useful.</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Week - Health Information Professional Organizations</td>
<td>15%</td>
<td>July 20</td>
<td>Assignment – Watch a recorded webinar or YouTube promotional video and write ½ page about what you felt the organization wanted you to take away and what they are trying to accomplish. Then answer this question in 1-2 sentences: “Did you feel engaged, why or why not?”</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; Week - Terminologies (How Health Information “Communicates”)</td>
<td>15%</td>
<td>July 27</td>
<td>Assignment – Summary section - how do you believe these terminologies make or provide opportunities for information professionals. 1-2 Pages.</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; Week - Health Information Tools</td>
<td>20%</td>
<td>August 3</td>
<td>Assignment – Evaluating an EHR - indicate two modules you think would benefit from added health information resources and why. Write a 1-2 page summary of what the two modules are doing and what information would enhance its value to users.</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt; Week - Health Information Resources</td>
<td>30% (U) AND 5% (G)</td>
<td>August 10</td>
<td>Assignment (Undergraduate Student Final) – Complete a 2-3 page paper with your thoughts on the following questions. Due: End of Week 7.</td>
</tr>
<tr>
<td>Reassess your first post on what you perceived as most challenging. Is that still the same thing or different? What insights have you taken away that would allow you to address these concerns? Lastly, provide your thoughts on how this course has (or hasn’t) highlighted the overlapping nature of each aspect of an information system</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment (Graduate Students) – Complete a ½ page summary on what challenges users could face give the different types and make-up of information resources.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7&lt;sup&gt;th&lt;/sup&gt; Week – Final Week</td>
<td>25% (G)</td>
<td>August 16</td>
<td>Final Assignment (Graduate Students Only) – In the last two weeks, answer these three questions in ½ to 1 page each succinctly.</td>
</tr>
<tr>
<td>What health information discipline would be</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
important for libraries to engage and partner with and why?

List the challenges and opportunities libraries and librarians face in remaining affluent with respect to health information tools.

What overlap, if any, do you see that exists between professional organizations / institutions and the development of health information terminologies?
Grading
Letter grades on students’ transcripts will be assigned according to the following percentage distribution:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 % or above</td>
<td>A</td>
</tr>
<tr>
<td>80 % - 89 %</td>
<td>B</td>
</tr>
<tr>
<td>70 % - 79 %</td>
<td>C</td>
</tr>
<tr>
<td>60 % - 69 %</td>
<td>D</td>
</tr>
<tr>
<td>59 % or below</td>
<td>F</td>
</tr>
</tbody>
</table>

Fractional percentages will be rounded upward.

In general
• A grade of A implies that all requirements have been met and substantially exceeded. "A, the highest grade, is given for work of exceptional quality." (The University of Oklahoma General Catalog, 1999-2001, p. 33).
• A grade of B implies that all requirements have been fully met.
• A grade of C implies that all requirements have been minimally met.
• A grade of D implies that some or all of the requirements have not been minimally met. "A grade of D is failing insofar as credit toward a graduate degree." (University of Oklahoma 2000 Graduate College Bulletin, p. 30).
• A grade of F implies failure to meet minimal requirements. School of Library and Information Studies policy requires that any student receiving a grade of F be recommended for dismissal from the Master of Library and Information Studies program.

Style Manual
The Chicago Manual of Style has been officially adopted as the preferred style manual for the OU School of Library and Information Studies.


Additional Resource for Style Guidance:
The Chicago Manual of Style Web site (especially see the link to “Q & A [Questions and Answers]”). Available at: http://www.press.uchicago.edu/Misc/Chicago/cmosfaq/

Writing Centers
For assistance in documenting research materials or organizing thoughts for assignments, students can make appointments for FREE conferences with writing consultants at the OU Writing Centers on both the Norman and Tulsa campuses.

Norman Campus:
http://www.ou.edu/writingcenter/

Tulsa Campus:
http://tulsagrad.ou.edu/writing/

Due Dates and Late Assignments
Assignments are due at or before the beginning of class on the stated date. Assignments will be accepted later than the due date only by
arrangement with the instructor or in the case of a documented illness or emergency. Assignments submitted later than the due date for reasons other than documented illness or emergency will be subject to an automatic reduction of 10% of the grade for the assignment per week for each week it is late.

**Attendance**

Even though this is an online course the same guidelines for face-to-face courses outlined below in University Policy 4.19.1 will be adhered to. Please keep in mind that and use of the materials posted online for the course is evident in students’ performance in the assignments and discussions.

*University Policy 4.19.1 Class Attendance - Students*

"Students are responsible for the content of courses in which they are enrolled. Specific policy concerning attendance requirements and announced and unannounced examinations is the responsibility of the individual instructor. Students have a responsibility to inform faculty prior to absences whenever possible. Faculty should make every effort to find a reasonable accommodation for students who miss class as a result of participation in Provost-approved University-sponsored activities or legally required activities such as emergency military service. Students missing class on account of jury duty must receive such an accommodation.

When absences seriously affect a student’s class work, the instructor will report this fact to the Admissions and Records Office, where the information will be directed to the dean concerned."

**Character of Graduate Education**

Attendance (even online!) is also important because the graduate student experience encompasses more than fulfillment of assignments. As noted in the OU SLIS Graduate Student Handbook:

“Fundamentally, responsibility for education at the graduate level belongs to the individual student. Faculty provide the basic frame in which the study is undertaken, offer assistance in setting the parameters of study, and serve as facilitators and mentors. This approach to the learning environment is particularly necessary as a conceptual framework for the development of information professionals who must exercise critical thinking, analyze problems, and design solutions as a daily part of their work life, who must be independent and lifelong learners who also function effectively as team members in a diverse and dynamic information environment."

**Responsibility of Student**

Students who miss a class are responsible for content covered and for any announcements and assignments made at the missed class meeting.

**Absence for Religious Holidays**

However, “It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required classwork that may fall on religious holidays.” (Section 3.13.2, The Faculty Handbook). Students who plan to observe a religious holiday should notify the instructor as soon as possible in order to make appropriate arrangements for classwork or rescheduling of examinations.

**Academic Misconduct**

This following Web page outlines OU’s expectations of academic honesty, defines misconduct, provides examples of prohibited conduct (including plagiarism, improper collaboration, and Internet cheating), and explains sanctions for misconduct: [http://www.ou.edu/provost/integrity/](http://www.ou.edu/provost/integrity/)

*Excerpt from the University of Oklahoma Academic Misconduct Code 1.1 Basic Principle of Honesty*

“Honesty is a fundamental precept in all academic activities, and those privileged to be members of a university community have a special obligation to observe the highest standards of honest and a right to expect the same standards of all others. Academic misconduct in any form is inimical to the purposes and functions of the university and therefore is unacceptable and rigorously proscribed.”
Appeals information can be found on the following website:
http://www.ou.edu/provost/integrity-rights

There is also an OU Honor Council Web page, that contains a “Current Statement of Academic Integrity written by students for students” (http://ou.edu/honorcouncil/).

**Codes and Policies of Behavior**
To protect its faculty and students, the School of Library and Information Studies fully subscribes to the university’s codes, policies, and procedures involving academic misconduct, grievances, sexual, racial and ethnic harassment, and discrimination based on disability. You are strongly encouraged to acquaint yourself with both your responsibilities and your protections. See “Student Code” at: http://judicial.ou.edu/content/view/27/32/

**Reasonable Accommodations**
*Excerpt from University Policy 5. 4 Reasonable Accommodation Policy*
"Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.”

Please advise me (cbrown@ou.edu) of such disability at some point before, during, or immediately after the first scheduled class session. I will work with you and the Office of Disabled Student Services to provide reasonable accommodations.

**Professionalism in Electronic Communication**
Electronic venues (such as e-mail, discussion boards, chat rooms, etc.) are used regularly as part of professional practice. It is expected that the tenor of discussion in electronic communication for this class will be that of colleagues.

One important purpose of discussion board transactions is to practice HEARING (not just listening to) the various opinions, stances, and ideas of one's colleagues. *Thus, thou shalt not indulge in flaming.*

It is important to remember that virtual communication lends itself quite easily to an artificial sense of "private conversation" - it is always wise to think twice before you post.

**Student Evaluation of Class**
At the end of the term, each student will be asked to complete an online OU College of Arts and Sciences evaluation form that elicits opinions about the quality and relevance of course content and the quality of instruction.

The instructor will NOT see course evaluations until after grades have been turned in to the Registrar’s Office.

This student input is used by the instructor for improvement of teaching and by the School for annual assessment and tenure and promotion decisions among its regular faculty, and for rehiring decisions among adjunct faculty. It is important that you be careful and accurate in completing the evaluation form.

**Acknowledgements:** Several of the materials, assignments, and policies in this syllabus were drawn and adapted from, with permission, the syllabi of Prof. J. Lester OU-SLIS LIS 5053 (SU 2005), Profs. K. Fisher & T. Hill of the University of Washington’s iSchool LIS 510 (Autumn 2010), and Prof. R. H. Taylor’s OU-SLIS LIS 5043 (SU 2004)