LIBR 152 Information Issues and Resources for the Health Sciences-NewCrs-2016-07-28

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-NewCrs-2015-08-10**

- ***If DUAL LISTED list BOTH courses in the page title***

Second Step: Click **"SAVE"** on bottom right

- ***DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- ***Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word ***DRAFT*** is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS** "(not EDIT) and start completing the template. When exiting or when done, click **"SAVE"** on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Maria Barefoot	**Proposer Email***	barefoot@iup.edu
Contact Person*	Maria Barefoot	**Contact Email***	barefoot@iup.edu
Proposing Department/Unit*	University Libraries	**Contact Phone***	724 357-2338

(A) Course Prefix*	*See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323* LIBR
(B) Course Number*	*If Dual Listed, enter both course numbers* 152
(C) Course Title*	Information Issues and Resources for the Health Sciences
(D) Course Level*	undergraduate-level
(E) Cross Listed*	*Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233* NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):

(H) Number of Credits*	Class Hours:1 Lab Hours:0 Credits:1
(I) Repeatable Course*	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Prerequisite (s)	Students must be enrolled in one of the following programs: Nursing and Allied Health Professions Food and Nutrition Kinesiology, Health, and Sport Science Public Health
(K) Co-requisite(s)	*This means that another course must be taken in the same semester as the proposed course* None
(L) Additional Information	*Check all that apply. Note: Additional documentation will be required* ** Teacher Education: Please complete the Teacher Education section of this form (below)* ** Liberal Studies: Please complete the Liberal Studies section of this form (below)* ** Distance Education: Please complete the Distance Education section of this form (below)* distance-education
(M) Recommended Class Size	YES Number (Enter Zero if No):44 If YES: (Check one of the following reasons and provide a narrative explanation) Physical Limitation of Classroom Explain (required): The largest classroom in the library with computers holds 44 students. Since this course requires a significant amount of time spent using databases, search engines, and other information technology tools, it is necessary for it to be taught in a classroom with computers for each student.
(N) Catalog Description*	*Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.* Provides an in-depth look at how information is located and used in the health sciences, including a variety of traditional and non-traditional resources, as well as the cost of that information, the availability of misinformation, evaluation techniques for evidence-based practice, and the role of the Institutional Review Board (IRB) in health sciences research.

(O) Student Learning Outcomes*	*These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes* *If dual listed, indicate additional learning objectives for the higher level course.* 1) Recognize the need for information in health sciences environments, the types and formats of information available, and their purposes. 2) Retrieve health sciences information online and in person using a variety of methods. 3) Evaluate health sciences information and its sources for use in evidence-based practice. 4) Apply information skills to conduct research for evidence based practice.
(P) Brief Course Outline* For Each Outcome Describe How the Outcome Will Be Achieved	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.* This course will be divided into two main sections: information resources and information issues. The first part of the course will deal with topics surrounding information resources for the health sciences. These include working in-depth with a variety of health sciences databases, understanding how the patient/intervention/comparison/outcome (PICO) model of research applies to searching for health sciences information, using the medical subject headings (MESH) and other advanced search techniques, and using a variety of methods to retrieve full text articles. The second portion of the course encourages students to engage in the process of evaluating medical information for evidence-based practice. Topics in this section include discussing the cost of medical research and access to that research, the role of the IRB in medical research, the importance of citation in scholarly communication, and accessing information for patient education. Outcome 1: Recognize the need for information in health sciences environments, the types and formats of information available, and their purposes. Students will learn about a variety of information types they will encounter using the information pyramid and the hierarchy of evidence. Students will examine the indicators of each information type and rank them according to the level of evidence they provide. Students will also learn to recognize each type of information based solely on the citation. Outcome 2: Retrieve health sciences information online and in person using a variety of methods. Students will learn advanced search techniques such as Boolean searching, subject searching, and the use of truncation, limiters, and wild-cards in searching. They will apply these techniques in a variety of health sciences databases, including subscription databases such as Medline, CINAHL, ProQuest Nursing Collection, and Ovid Nursing Collection. Students will also learn to use publicly available databases such as PubMed, PubMed Central, Google Scholar, and the National Guideline Clearinghouse. Students will learn how to find full-text articles at IUP and the processes that will likely apply to accessing full-text information after they graduate from IUP. Outcome 3: Evaluate health sciences information and its sources for use in evidence-based practice. Students will learn to evaluate information using the CRAAP (Currency, Reliability, Authority, Accuracy and Purpose) and SCARAB (Substance, Currency, Authority, Relevance, Accuracy, and Bias) methods of evaluation. They will also develop research questions and determine which types of information are appropriate to answer different types of medical research questions. In addition to the evaluation strategies listed above, students will be expected to demonstrate an understanding of the different publishing levels that are available in medical research ranging from a complete peer review publication process, to raw data provided by the National Institutes of Health (NIH). Outcome 4: Apply information skills to conduct research for evidence based practice. Students will explore medical concepts in the news media in order to understand the information consumption of patients. Students will then be asked to create a presentation that analyzes that information and provide additional information from scholarly sources. This assignment will require students to combine the skills in the 3 outcomes listed above to recognize the types of information cited, retrieve health sciences information to make an informed decision, and use that information in a presentation that simulates how he or she would present that information to a patient. This outcome is designed to simulate decisions students will face as health professionals and ways to use health information in those decisions.

Rationale for Proposal

(Q) Why is this Course Being Proposed?*	This course is intended to provide health sciences students with the tools they will need to be successful in their health sciences research-based courses and as health sciences practitioners. The already existing LIBR 151 course is a general course designed to examine information topics in a way that could be applied to all majors, but it does not focus on the specific information needs of health sciences students. For instance, the Council of Education for Public Health lists "the ability to locate, use, and synthesize public health information" in their accreditation standards. Similarly, the ACEND Core Competencies for the Registered Dietitian lists specific health sciences databases such as the Cochrane Database of Systematic Reviews, the Agency for Healthcare Research and Quality, and the National Guideline Clearinghouse that dietitians should be able to use which are not covered specifically in LIBR 151. Additionally, health sciences students often receive only one class session of information literacy instruction that is health-focused which does not allow them to learn much more than the practicalities of using IUP subscription databases. Information Issues and Resources for the Health Sciences will allow students to explore these subscription resources, publicly available resources, and other issues that are unique to the health sciences such as PICO searching, the role of the IRB, the hierarchy of evidence, and health sciences citation formats such as AMA. Health sciences students should take LIBR 152 as an alternative to the more general LIBR 151 course.
(R) University Senate Summary of Rationale	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* This course is intended to provide health sciences students with the tools they will need to be successful in their health sciences research-based courses and as health sciences practitioners. The already existing LIBR 151 course is a general course designed to examine information topics in a way that could be applied to all majors, but it does not focus on the specific information needs of health sciences students. For instance, the Council of Education for Public Health lists "the ability to locate, use, and synthesize public health information" in their accreditation standards. Similarly, the ACEND Core Competencies for the Registered Dietitian lists specific health sciences databases such as the Cochrane Database of Systematic Reviews, the Agency for healthcare Research and Quality, and the National Guideline Clearinghouse that dietitians should be able to use which are not covered specifically in LIBR 151. Additionally, health sciences students often receive only one class session of information literacy instruction that is health-focused which does not allow them to learn much more than the practicalities of using IUP subscription databases. Information Issues and Resources for the Health Sciences will allow students to explore these subscription resources, publicly available resources, and other issues that are unique to the health sciences such as PICO searching, the role of the IRB, the hierarchy of evidence, and health sciences citation formats such as AMA. Health sciences students should take LIBR 152 as an alternative to the more general LIBR 151 course.
(S) How Does it Fit into the Departmental Curriculum?*	*Check all that apply* Free Elective If Other, please explain:
(T) Is a Similar Class Offered in Other Departments?*	NO Please Provide Comment:
(U)Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*	YES Please Provide Comment: This course is intended to prepare students who are enrolled in a health sciences program such as food and nutrition, kinesiology, health, and sport science, nursing and allied health professions, and public health to use research skills as a part of their daily health practice upon graduation. By taking this course, students in these majors will be better prepared for their research-based courses as well as provide them with unique skills as they enter the workforce. This course has been discussed with the above department chairs who were supportive of its development.
(V) Who is the Target Audience for the Course?*	Restricted to Majors/Minors If Other, please explain:

(W) Implications for Other Departments*	A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs) This class will not replace any research courses in the above departments, instead it will supplement those courses with additional skills for locating, using, and evaluating health sciences information. B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? Library faculty met with the department chairs of Health and Human Services to discuss what would and would not be covered in this class. For instance, the Nursing department was concerned that students would be able to turn in an identical paper from their Nursing Research class for this course. However, LIBR 152 would focus on the process of research rather than the product. Most of the assignments focus on thinking critically about how information is translated by search engines or recording students' own search behaviors. Additionally, the final product will be a presentation on the student's evaluation of information which is unlikely to be the focus of any research papers assigned in their major courses.
(X) Attach Supporting Documents for Implications, if Necessary	**File** — **Modified** JPEG File Gropelli Support Letter.jpg — Oct 31, 2016 by Maria R. Barefoot PDF File williams support letter.pdf — Oct 31, 2016 by Maria R. Barefoot Download All
(Y) Are the Resources Adequate?*	*(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)* YES Please Provide Comment: The library has access to a variety of full-text databases that are specific to the health sciences as well as computers and classroom space to hold this class. Since health sciences students currently take LIBR 151 on a regular basis, sections of LIBR 152 will likely absorbed those students which will open more seats in LIBR 151 to other students who are interested in this elective course. It is the intention of library to make at least one section of LIBR 152 available each Fall and Spring semester with additional summer sessions if necessary. Additional online sections could be added as well if the demand is present.

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	distance-education
Course Prefix /Number	LIBR 152
Course Title	Information Issues and Resources for the Health Sciences
Type of Proposal	*See CBA, Art. 42.D.1 for Definition*

Brief Course Outline	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.* This course will be divided into two main sections: information resources and information issues. The first part of the course will deal with topics surrounding information resources for the health sciences. These include working in-depth with a variety of health sciences databases, understanding how the patient/intervention/comparison/outcome (PICO) model of research applies to searching for health sciences information, using the medical subject headings (MESH) and other advanced search techniques, and using a variety of methods to retrieve full text articles. The second portion of the course encourages students to engage in the process of evaluating medical information for evidence-based practice. Topics in this section include discussing the cost of medical research and access to that research, the role of the IRB in medical research, the importance of citation in scholarly communication, and accessing information for patient education. Outcome 1: Recognize the need for information in health sciences environments, the types and formats of information available, and their purposes. Students will learn about a variety of information types they will encounter using the information pyramid and the hierarchy of evidence. We will examine the indicators of each information type and rank them according to the level of evidence they provide. Students will also learn to recognize each type of information based solely on the citation. Outcome 2: Retrieve health sciences information online and in person using a variety of methods. Students will learn advanced search techniques such as Boolean searching, subject searching, and the use of truncation, limiters, and wild-cards in searching in order to retrieve health sciences literature. They will apply these techniques in a variety of health sciences databases, including subscription databases such as Medline, CINAHL, ProQuest Nursing Collection, and Ovid Nursing Collection. Students will also learn to retrieve health sciences literature in publicly available databases such as PubMed, PubMed Central, Google Scholar, and the National Guideline Clearinghouse. Students will learn how to find full-text articles at IUP and the processes that will likely apply to accessing full-text information after they graduate from IUP. Outcome 3: Evaluate health sciences information and its sources for use in evidence-based practice. Students will evaluate information using the CRAAP (Currency, Reliability, Authority, Accuracy and Purpose) and SCARAB (Substance, Currency, Authority, Relevance, Accuracy, and Bias) methods of evaluation. They will also develop research questions and determine which types of information are appropriate to answer different types of medical research questions. In addition to the evaluation strategies listed above, students will also evaluate information based on it's publishing process ranging from a complete peer review publication process, to raw data provided by the National Institutes of Health (NIH). Outcome 4: Apply information skills to conduct research for evidence based practice. Students will be asked to create a presentation intended to educate a hypothetical patient that has found information online about a condition or course of treatment. In this presentation, students will combine the skills in the 3 outcomes listed above to recognize the types of information cited, retrieve health sciences information to make an informed decision, and use that information in a presentation to a hypothetical patient. This outcome is designed to simulate decisions students will face as health professionals and ways to use health information in those decisions.
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?	The instructor has been teaching the LIBR 151 class online for 3 semesters and has become well-versed in learning management systems. She regularly employs the technologies available in the LMS including discussions, quizzes, and uploaded interactive tutorials. She is also experienced with technologies outside of the LMS that serve to enhance online instruction such as Adobe Captivate, LibGuides, VoiceThread, Google Docs, etc. She regularly uses these interactive tools to create a learning environment rich with instruction, interaction, and frequent feedback.

For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.**	Outcome 1: Recognize the need for information in health sciences environments, the types and formats of information available, and their purposes. Students will complete tutorials, discussions, and quizzes in the online environment. This includes using the Endnote software provided by IUP to help understand the components of a citation and compare and contrast various information types. Students will also be quizzed each week on various topics using the D2L Quiz environment and contribute to weekly discussions. Outcome 2: Retrieve health sciences information online and in person using a variety of methods. Students use interactive tutorials for each of the health sciences databases. Some of these are available through the database vendor such as Ebscohost and other will be created by the instructor using Adobe Captivate, iTube, or other software. They will also be required to use the various link checking software and interlibrary loan services to retrieve full text. Students will also be quizzed each week on various topics using the D2L Quiz environment and contribute to weekly discussions. Outcome 3: Evaluate health sciences information and its sources for use in evidence-based practice. Students will complete a tutorial for each of the evaluation methods discussed (CRAAP and SCARAB). They will also be required to communicate with the instructor one-on-one via Skype or email to develop a well focused research question in the PICO format which will help them determine which types of information are necessary to answer different types of questions. Students will also be quizzed each week on various topics using the D2L Quiz environment and contribute to weekly discussions. Outcome 4: Apply information skills to conduct research for evidence based practice. Students will be required to locate a news article on a medical condition or treatment that may contain confusing or false information. They will then use their information skills to evaluate this source for the purposes of patient education. They will need to find and locate additional sources and cite those sources for their final presentation which will be turned in via discussion where fellow students will be expected to view and comment on the presentations of their peers. Students will also be quizzed each week on various topics using the D2L Quiz environment and contribute to weekly discussions.
How will the instructor-student and **student-student interaction take place?** **(if applicable)**	Interactions will primarily take place via email, discussion boards, Voice Thread, and Google Drive. These technologies allow students to interact with the instructor as well as with each other. Voice Thread allows students to see the face of the person speaking while viewing a presentation, it also allows them to comment and ask questions at the exact point where the speaker asks for feedback or the student has a question. Google Drive allows the students to work collaboratively to create spreadsheets, documents, and presentations which will be used to explore various concepts through the course. The instructor will also have office hours via Skype or Face Time and in-person to accommodate students on and off campus.
How will student achievement be evaluated?	Students will complete a variety of written assignments along with quizzes. The midterm will be a search log in which students record their searches and search strategies in each of the health sciences databases which will be submitted via the assignments dropbox on D2L. The final will be a written evaluation of a medical debate which requires that the students choose a winner for one of the provided debates and use the databases to look up supporting evidence for their position. This brings in the skills of searching, locating full text, identifying the level of evidence used in the debates, evaluating the information to reach a decision, and using citation skills for including their own supporting evidence. This will also be turned in via the assignments dropbox. Students will also be graded through the semester on their participation in discussions and on weekly quizzes based on the topics of that week.
How will academic honesty for tests **and assignments be addressed?**	For any written assignments, we will use the Turn It In similarity tracking available in the D2L environment. All quizzes will use a combination of short answer or a selection of randomized questions from the question library. This ensures that each student will be getting a different quiz but that it will cover the same material.

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, **Check the Box to the Right:**	

Liberal Studies Course Designations (Check all that apply)

Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the designation(s) that apply - must meet at least one*
Expected Undergraduate Student **Learning Outcomes** **(EUSLOs)**	*Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners* *See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694*
Description of the Required **Content for this Category**	*Narrative on how the course will address the Selected Category Content*
All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading. **Please answer the following questions.**	
Liberal Studies courses must include **the perspectives and contributions** **of ethnic and racial minorities and** **of women whenever appropriate to** **the subject matter. Please explain** **how this course will meet this** **criterion.**	
Liberal Studies courses require the **reading and use by students of at** **least one non-textbook work of** **fiction or non-fiction or a collection** **of related articles. Please describe** **how your course will meet this** **criterion.**	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, **Check the Box to the Right:**	

Course Designations:	
Key Assessments	
	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric **File** — **Modified** JPEG File Gropelli Support Letter.jpg — Oct 31, 2016 by Maria R. Barefoot PDF File williams support letter.pdf — Oct 31, 2016 by Maria R. Barefoot • Drag and drop to upload or browse for files Download All
Narrative Description of the Required Content	*How the proposal relates to the Education Major*

For Deans Review
Are Resources Available/Sufficient for this Course? Is the Proposal Congruent with the College Mission? Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units? Comments:

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu