Welcome to S653: Health Sciences Librarianship!

This semester we will explore the roles of health sciences libraries, librarianship and informationists in academia and hospital libraries, health information technology and information services environments, and in research and administrative teams. This course provides an introduction to the healthcare industry, health sciences schools and education (medicine, nursing, dentistry, public health, pharmacy, allied health and others), and the culture of healthcare in the United States.

Healthcare is a growing industry with multiple opportunities for librarians and informationists both in and outside of libraries. The healthcare industry makes up 17% of the U.S. Gross National Product. Health information professionals are in demand – not just within libraries but across all areas of the healthcare environment.

**Course Number and Title:** S653, Health Sciences Librarianship

**Day and Time:** Online ([http://oncourse.iu.edu](http://oncourse.iu.edu)) asynchronous and synchronous

**Total Credit Hours:** 3

**Number/Contact Hours:** 3

**Placement in Curriculum:** Fall (elective)

**Prerequisite Courses:** S401, S501

**Instructor:**

**Katherine Schilling,** MLS, Ed.D., AHIP

**Academic affiliations:**
- Associate Professor
- Indiana University School of Library & Information Science
- Indiana University School of Nursing
- Indiana University School of Informatics

**Research affiliations:**
- Regenstrief Institute, Indianapolis, IN
- Walther Cancer Institute, Indianapolis, IN
- Indiana University Simon Cancer Center, Indianapolis, IN

**katschil@iupui.edu**

317-278-2372 (office)
317-278-1807 (fax)
317-681-9847 (mobile)

Office hours and meetings by appointment

Email correspondences will be answered within 24 hours, Monday- Saturday

**Course Goals and Objectives:**
• Explore the healthcare industry, reviewing current trends, issues, challenges and topics in healthcare, clinical and research medicine, nursing, dentistry, pharmacy, public health, allied health professions, and related healthcare fields.

• Examine and discussed health sciences librarians’ and informationists’ roles in library operations and management, research, grant-seeking, and professional activities.

• Explore and discuss the roles of health sciences information professionals in non-library activities and environments.

• Examine the role of government agencies and professional organizations including the National Library of Medicine, National Network of Libraries of Medicine, Regional Medical Libraries, Medical Library Association, American Medical Informatics Association, Association of Academic Health Sciences Libraries, Association of American Medical Colleges, and others.

• Identify, use, compare and critique major print and electronic health reference resources.

• Identify, use and compare major bibliographic databases and tools including MEDLINE (PubMed and OVID), Psychological Abstracts, Biological Abstracts, TOXNET, Cumulative Index to Nursing and Allied Health Literature, (CINAHL), POPLINE (international health), and others for identifying journal literature in the health sciences.

• Utilize the Medical Subject Headings (MeSH) and other commonly used controlled vocabulary.

• Explore current trends in evidence-based practice across multiple healthcare fields.

• Explore current trends, issues, and resources in consumer health and patient self-management.

• Explore current trends in consumer health informatics and medical informatics, including their impacts on library services, resources, and collections; and the roles of librarians and informationists in these environments.

• Understand academic health sciences and hospital librarians’ and informationists’ roles in teaching, promoting and supporting evidence-based practice, problem-based learning, team based learning, and other major educational trends in undergraduate and graduate medical education, nursing education, and graduate health sciences education.

• Explore the roles of academic health sciences and hospital librarians and informationists in teaching and promoting information literacy within the healthcare professions, including the impact of information literacy education on library services, resources, and collections.

• Develop an increased understanding of issues unique to health sciences libraries, including those inherent to library management, operation, collections, technology development, and others.
• Describe the fundamental structure of professional education in the health sciences and in health sciences librarianship and related fields.

• Interact effectively with course colleagues in an online educational environment.

• Interact effective with course materials and media; make use of course-based educational media tools and resources for the promotion of one’s own learning.

Required Textbooks and Readings:

ISBN: 978-0-7890-3596-7

5th edition
ISBN: 978-1-55570-636-4

Required course texts can be purchased from IU bookstores via phone by calling (1-800-446-2670). (Have your credit card number ready.)
Online orders are available via http://bookstore.iupui.edu

Texts are also available through amazon.com or your local book sellers.

Selected book chapter and journal readings are also required. In some cases, these readings are the older, groundbreaking literature in the field, and in other cases, current readings have been selected to represent a current trend, issue or challenge in the field. Readings are also deliberately selected to ground your knowledge in the learning goals and objectives/outcomes for the course, and for each weekly discussion topic and theme.

Required book chapter and journal readings are located in Oncourse: http://oncourse.iu.edu
Click on the RESOURCES menu (left-hand column on screen), and select the ‘Readings’ folder.

Getting Started:

To get started, go to Oncourse and click on our “WEEKLY SCHEDULES: BEGIN HERE” link. Begin with Week 1. Our weeks run from Monday – Saturday (Sunday is a day off).

Before jumping into course content, please familiarize yourself with the ground rules below. Then, take some time to become familiar with Oncourse, review the syllabus and course introductory materials, then move on to Week 1 Activities.

This course is conducted primarily online via Oncourse: https://oncourse.iu.edu/
Most course activities occur asynchronously, at your own convenience. We will have a weekly one-hour phone call, however, during which we’ll discuss general issues and trends. We will schedule that phone call based on your schedule (evening or weekend, probably). We will schedule our weekly phone call during weeks 1-2, based on everyone’s feedback regarding the best days/times.
We use **Adobe Connect** for our weekly calls. Adobe Connect is accessed via a web URL. If your computer does NOT have a camera, not a problem. Your computer should have audio. You should test this BEFORE our first meeting!

In Oncourse, there is a **FORUM** for each of our thematic modules. Use these forums to post comments, questions, ideas, opinions, etc. You can also use these forums to talk about your weekly activities. Participation in these forums is optional.

I am always available to talk via email (in Oncourse MESSAGES) or phone at 317-681-9847 (cell) or 317-278-2372 (work).

**Topical Outline:**

The course is organized into broad topical categories, with a related theme overviewed each week. Our weeks run from Monday - Saturday.

<table>
<thead>
<tr>
<th>Health Sciences Environments and Information Policies</th>
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<tbody>
<tr>
<td>Week 1: Monday, August 20 - Saturday, August 25</td>
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<tr>
<td>Welcome and Introductions, Logistics, Expectations and Course Overview; Our Clients</td>
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<tr>
<td>Week 2: Monday, August 27 - Saturday, September 1</td>
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<tr>
<td>Academic Health Sciences and Hospital Library Environments</td>
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<td>Week 3: Tuesday, September 4 - Saturday, September 8</td>
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<tr>
<td>Roles of Professional Associations and Government Agencies</td>
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<th>Resources Management</th>
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<tr>
<td>Week 4: September 10 - Saturday, Sept. 15</td>
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<tr>
<td>Health Sciences Information Resources and Services, Scholarly Publishing, Open Access, Electronic Collections, Vendors</td>
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<td>Patient Self-Management and Consumer Health</td>
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<td>Week 7: Monday, October 1 - Saturday, October 6</td>
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<td>Information Retrieval, I (MEDLINE, PubMed)</td>
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<td>Week 8: Monday, October 8 - Saturday, October 13</td>
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<tr>
<td>Information Retrieval, II (Biomedical Bibliographic Databases)</td>
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<td>Week 9: Monday, October 22 - Saturday, October 27</td>
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<td>Evidence Based Practice</td>
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<th>Leadership and Management</th>
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<td>Week 10: Monday, October 29 - Saturday, November 3</td>
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<tr>
<td>Management of Health Information Organizations: Leadership, Change Management, Quantifying Value</td>
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</table>
Curriculum Design and Instruction

Week 11: Monday, November 5 - Saturday, November 10
Educational Programming, Instructional Design, Online Teaching and Learning

Information Systems and Technology

Week 12: Monday, November 12 - Saturday, November 17
Health Informatics

Week 13: Monday, November 19 - Saturday, November 24
Independent Study

Week 14: Monday, November 26 - Saturday, December 1
Technology Trends, Mobile Apps

Week 15: Monday, December 3 - Saturday, December 8
Misc. Topics, Course Wrap-Up

Technical Requirements and Support:

Students are responsible for making all necessary provisions for accessing course-related resources in Oncourse <http://oncourse.iu.edu>

This course is conducted primarily online via Oncourse: https://oncourse.iu.edu/
We also use Adobe Connect for our weekly calls. Adobe Connect is accessed via a web URL. If your computer does NOT have a camera, not a problem. Your computer should have audio. You should test this BEFORE our first meeting!

In order to access licensed information resources from off-campus computers, students may be required to Install IU’s VPN client onto your home computer. This allows your computer to access the IUPUI pool of resources by adopting an IUPUI IP address so that IP-restricted resources recognize your computer as an IU-affiliated machine.

Excellent technical assistance is available from the following:

KnowledgeBase Online Q & A: <http://kb.iu.edu>
ITHelpLive: <https://ithelplive.iu.edu/>
Phone support: 317-274-4357, 24 hours a day, 7 days a week
Email: <ithelp@iu.edu>

Special Accommodations:

Students who require special accommodations must register with Adaptive Education Services and complete all documentation: http://life.iupui.edu/aes/, 317-274-3241, TTD/TTY 317-278-2050, Fax 317-274-2051. Please let Dr. Schilling know before the second week of classes if you require special accommodations.

Your Responsibilities to this Course and to Your Learning:

• This is a student-driven, student-focused course for highly motivated adult learners.
This class provides you with an extensive ‘buffet’ of information from which you should ‘eat’ (learn). Do not expect to be spoon fed; do not expect to sit on your hands at the buffet. The role of the instructor is to provide you with ample resources and opportunities, to facilitate the process, and to provide assessment and feedback on your progress. You are responsible for making good use of this vast ‘buffet.’ What you learn ultimately depends on the time, effort, energy, and commitment that you bring to the table. YOU ARE RESPONSIBLE FOR YOUR OWN LEARNING.

- Students are expected to read all assigned materials and engage in all independent learning activities. Students should scan the current literature, be informed about related events and issues, and share noteworthy information.

- This is a three-credit, graduate-level course. In accordance with SLIS and IUPUI policies, a 3:1 workload is expected: on-average, this course should take about 12 hours per week. This workload may increase just before assignments are due. This translates to a significant commitment of time each week. Plan accordingly, pace yourself, and frontload your workflow.

- If you are new to online courses, expect to spend most of your time reading and writing. In a face-to-face class, you simply speak out when you have an opinion to share, but in an online class, every comment must be composed, and this takes significant time.

- Please ask questions about unclear coursework so that we can discuss and clarify any ambiguities in course assignments or activities. I encourage you to contact me with any questions, comments or feedback.

- The most current copies of the course syllabus, assignments, course materials, and schedules are posted on Oncourse. Any date or schedule changes will be posted in the homepage. Students should regularly check the Oncourse ANNOUNCEMENTS and MESSAGE area for course news and updates.

- Make active use of this syllabus, course resources, and course assignments. Read and re-read, ask questions for clarification, and use these as information guides as you work.

Required Professional Conduct:

All IU and IUPUI academic standards and policies are in effect, including standards for computing ethics, plagiarism, academic honesty, and all provisions outlined in the Code of Student Rights, Responsibilities, and Conduct: http://www.dsa.indiana.edu/Code/, (IU Campus Bulletin, pp. 36 - 38) and the IU Academic Handbook: http://www.dsa.indiana.edu/Code/Part_2acad.html

MLS students taking this course agree to uphold the highest standards of professional behavior and ethical conduct at all times, in all course and program-related activities. Bring your best professional self to every interaction!

Remember where you are and with whom you are working here at SLIS: You are a graduate student in one of the top 10 ranking LIS schools nationwide. Your professors are nationally and internationally renowned experts in their fields. Your classmates are smart, savvy, professional, working adults. All of your engagements and interactions with faculty and classmates should be polite and respectful. Remember where you are!
Communication:

Our primary goal is to build a learning community where all can develop in an atmosphere of integrity, and where honest and imaginative academic work may flourish. As participants in this learning community, students are expected to treat each other with the utmost respect and to adhere to the highest standards of academic integrity, honesty and fairness.

Please feel free to talk with me anytime during the semester concerning your progress in class. I always prefer to hear about your concerns or difficulties before they become serious problems so we can work together to find a solution with time left in the semester to implement a plan. My goal is that this course be an important and valuable learning experience for you.

SLIS E-Portfolios:

(Now required for students beginning their MLS programs in fall 2011 or later!!!)

Students are now required to prepare an electronic portfolio of documents and resources that evidence your mastery of MLS program goals. The e-portfolio is documented / stored in Oncourse:  http://oncourse.iu.edu

How to build your e-portfolio:

For each MLS program outcome, you are to select work or works that reflect your mastery of that outcome. The ‘evidence’ can come from core/basic courses or advanced courses, or from independent studies or internships.

The SLIS MLS program outcomes are available at: http://www.slis.indiana.edu/degrees/mls/degree_req.html#goals_objectives

Selecting Evidence...

You may want to start with course goals – then compare these to the MLS program goals to identify areas of overlap. Then think about course assignments and projects, considering which of these will most appropriately and impressively showcase your work. Upload your best work into the e-portfolio.

If your best work is a presentation or something that is not in print, consider recording it! Or, produce a written abstract, slides, or other printable documents. Instructors can also provide written feedback for the e-portfolio. If you like, feel free to tailor our course assignment for the e-portfolio! Talk with me about this so that I can help you produce quality and impressive work.

Why an e-portfolio?

SLIS uses the e-portfolios for program-level evaluation and for our accreditation. The e-portfolio is, however, most useful to YOU for documenting your significant course
achievements. These can be showcased when you apply for professional positions. Many employers want to see samples of your best work, so collecting these as-you-go is much simpler than digging around for artifacts after-the-fact.

**Graded Activities:**

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<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Due Date</th>
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<tr>
<td>Reference Resources Review</td>
<td>30%</td>
<td>Saturday, September 29</td>
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<tr>
<td>Information Retrieval Exercise</td>
<td>35%</td>
<td>Saturday, October 20</td>
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<tr>
<td>Current Topics Overviews</td>
<td>35%</td>
<td>Distribute presentation to instructor and classmates by Saturday, December 1</td>
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<td>Written version due on Saturday, December 8</td>
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**IMPORTANT ASSIGNMENT DETAILS:**

- All dates are subject to change as needed. **THIS SYLLABUS IS THE OFFICIAL AND FINAL WORD ON ALL DUE DATES.** Any schedule modifications or date changes will be announced in class, posted here, and updated in Oncourse SYLLABUS.

- All assignments and materials should be submitted through the Oncourse DROP-BOX on or before MIDNIGHT on the specified date.

- Graded assignments will be emailed back via Oncourse.

- For all of coursework and assignments, please use the **APA style.** Use it consistently, including the use of all conventions for citation of research, editing, grammar, and so on. **Apply it consistently and accurately.**

Reference Resources Review (30%): Explore major print and online health sciences reference resources, and prepare a detailed critique, comparison, and annotated list of selected tools.

Information Retrieval Exercise (35%): Demonstrate basic proficiency in searching MEDLINE (via PubMed or OVID) and other biomedical bibliographic databases, including appropriate use of their corresponding thesauri. [Practice makes perfect! This assignment may be resubmitted multiple times for a higher grade.]

Current Topics Overviews (35%): Explore a current healthcare topic or trend; prepare a bibliography of primary topical resources; prepare an online presentation for class colleagues.

**More details about all of the assignments, including detailed grading rubrics, are available in Oncourse ASSIGNMENTS.**
General Assignment Rules:

- Generally, **late assignments are not permitted, and will be automatically docked one letter grade.** You are expected to frontload your workflow and pace your work so that you do not fall behind. EXCEPTION: If you require an exception to this policy, please speak with Dr. Schilling ASAP. If you make arrangement ahead of time to submit an assignment late, and your grade will not be docked.

- In accordance with SLIS policy, **incompletes are NOT awarded except under extraordinary circumstances.**

- **This syllabus is the official and final word on all assignment due dates.** If any discrepancies exist, the syllabus is the official word!

- **Assignment page limits:** Page requirements are specified when applicable. If there is no indication of page number, there are no length requirements.

- **Style:** Use APA for citations AND formatting. You MUST apply all style guidelines to the entire document.

  **REMEMBER:** Style also applies to layout, syntax, grammar and many other elements, as well as to bibliographies. Use your style manual consistently for all aspects of your written works.

- **Submit assignments to:** your Oncourse DROP BOX on or before midnight on the specified date.

Administrative Withdraw Policies:

A basic requirement of this course is that students participate in class and conscientiously complete writing and reading assignments. Keep in touch with Dr. Schilling if you are unable to participate in class or complete an assignment on time. Instructors have the authority to withdraw students who are non-participative. Administrative withdrawal may have academic, financial, and financial aid implications. Students who are administratively withdrawn from the course will not be eligible for a tuition refund. Address questions or comments: [http://registrar.iupui.edu/withdrawal-policy.html](http://registrar.iupui.edu/withdrawal-policy.html)

Grading Policies:

See SLIS grading policies (outlined in the *IUPUI Campus Bulletin*, pp. 7 - 8) as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Score Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>1000 - 930</td>
<td>Outstanding achievement. Student performance demonstrates full command of the course materials and evidences a high level of originality and/or creativity that far surpasses course expectations. The grade of A+ is only granted at SLIS in exceptional cases.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>929.9 - 900</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of course materials and meets course expectations by completing all requirements in a superior manner.</td>
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Course Schedule:

Remember: We will have a one-hour phone call each week. The call will be scheduled some time during weeks 1-2 after everyone has provided feedback about the best dates/times. While these phone calls are not mandatory, every student is expected to make an effort to attend most calls.

### MODULE 1: Health Sciences Environments and Information Policies

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<td><strong>Week 1:</strong> Monday, August 20 - Saturday, August 25</td>
<td>Welcome and Introductions, Logistics, Expectations and Course Overview; Our Clients</td>
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#### Readings for this Week

- Wood, chapters 1 and 2

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<tbody>
<tr>
<td><strong>Week 2:</strong> Monday, August 27 - Saturday, September 1</td>
<td>Academic Health Sciences and Hospital Library Environments</td>
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#### Readings for this Week

- Wood, chapter 14
- Review Huber, chapters 1, 7, 8, 9
- It was the worst of times, it was the best of times: positive trends influencing hospital libraries. Michele Klein-Fedyshin. J Med Libr Assoc. 2010 July; 98(3): 196–199.

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<thead>
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<tbody>
<tr>
<td><strong>Week 3:</strong> Tuesday, September 4 - Saturday, September 8</td>
<td>Roles of Professional Associations and Government Agencies</td>
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<td>Readings for this Week</td>
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- Review Huber, chapters 2, 3, and 4

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### Module 2: Resources Management

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<td>Health Sciences Information Resources and Services, Scholarly Publishing, Open Access, Electronic Collections, Vendors</td>
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- Wood, chapters 3, 4, 5, 6, 7

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### Module 3: Health Sciences Information Services

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<td>Patient Self-Management and Consumer Health</td>
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<td>Readings for this Week</td>
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- Review Huber, chapters 1, 11 and 14
- Wood, chapter 18

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<tr>
<td><strong>Week 6:</strong> Monday, September 24 - Saturday, September 29</td>
<td>Health Literacy, Health Information Literacy</td>
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### Readings for this Week


Reference Resources Review assignment due on Sept. 29

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<tr>
<td><strong>Week 7:</strong> Monday, October 1 - Saturday, October 6</td>
<td>Information Retrieval, I (MEDLINE, PubMed)</td>
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</table>

### MIDWEST CHAPTER MLA MEETING OCT. 7-10 IN ROCHESTER, MN!

### Readings for this Week

- Wood, chapter 8
- Review classmates’ reference resources reviews, which should be submitted to the “Reference Resources” FORUM in Oncourse.
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<tr>
<td><strong>Week 8:</strong> Monday, October 8 - Saturday, October 13</td>
<td>Information Retrieval, II (Biomedical Bibliographic Databases)</td>
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**Readings for this Week**


**FALL BREAK:** Monday, October 15 - Saturday, October 20

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<td>Evidence Based Practice</td>
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**Readings for this Week**

- Wood, chapter 11

**Module 4:**

**Leadership and Management**

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<td>Management of Health Information Organizations: Leadership, Change Management, Quantifying Value</td>
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**Readings for this Week**

- Wood, chapters 9, 13, 16
- Balancing between two goods: Health Insurance Portability and Accountability Act and ethical compliancy considerations for privacy-sensitive materials in health sciences

Information Retrieval Exercise due October 20. This assignment may be submitted two additional times for a higher grade.

Module 5:
Curriculum Design and Instruction

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<td>Educational Programming, Instructional Design, Online Teaching and Learning</td>
</tr>
</tbody>
</table>

Readings for this Week

- Wood, chapter 10
- Teaching first-year medical students where to go first: connecting information needs to e-resources. Whipple EC. Richwine MP. Kaneshiro KN. Brahmi FA. Medical Reference Services Quarterly. 28(2):180-6, 2009.

Module 6:
Information Systems and Technology

<table>
<thead>
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<th>Dates</th>
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<tr>
<td><strong>Week 12:</strong> Monday, November 12 - Saturday, November 17</td>
<td>Health Informatics</td>
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Readings for this Week

- Wood, chapter 12
### Week 13: Monday, November 19 - Saturday, November 24
#### Independent Study

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<tr>
<td><strong>Week 14:</strong> Monday, November 26 - Saturday, December 1</td>
<td>Technology Trends, Mobile Apps</td>
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#### Readings for this Week


**Current Topics Presentation:** Distribute to FORUM for review by classmates by December 1

### Week 14: Monday, November 26 - Saturday, December 1

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<td><strong>Week 15:</strong> Monday, December 3 - Saturday, December 8</td>
<td>Misc. Topics, Course Wrap-Up</td>
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</table>

#### Readings for this Week

- Review classmates’ current topic presentations, which should be submitted to the “Current Topics” FORUM in Oncourse.

**Current Topics Overview:** Written version due December 8