



**School of Communication and Information
Health Sciences Information
SC&I 17:610:545
Fall 2017**

Course Delivery: Face-to-face

Instructor: Dr. Kaitlin Costello
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CATALOG DESCRIPTION

Bibliographic structures and resources used to provide collections and services in medical, dental, pharmaceutical, nursing, and other health fields. Emphasis on audiovisual materials, electronic searching, and networks in medical and dental schools, hospitals, and special libraries.

PRE- AND CO-REQUISITES

17:610:540 (Reference sources and services) or permission of the instructor

LEARNING OBJECTIVES

By the end of the course, students will:

1. Have the fundamental knowledge for understanding the basic environment of a health sciences reference or information services department.
2. Be able to effectively search both print and electronic health sciences information resources.
3. Be able to use the basic biomedical reference sources to answer factual questions.
4. Be able to effectively communicate information about the health sciences.

MAJOR READINGS

Recommended texts:

(The recommended texts will be helpful if you plan to work in a health information setting, but we will not be using them in the class.)

- Huber, J. T., & Ph.D, F. T.-K. (Eds.). (2014). *Health Librarianship: An Introduction* (1st edition). Santa Barbara, CA: Libraries Unlimited. ISBN: 978-1610693219.
- Huber, J.T., & Swogger, S. (Eds.). (2014). *Introduction to Reference Sources in the Health Sciences* (6th edition). Chicago, IL: Neal-Schuman. ISBN: 978-0838911846.

We will read many articles, mainly published in the following journals:

- Health Information and Libraries Journal
- Journal of Hospital Librarianship
- Journal of the Medical Library Association
- Medical Reference Services Quarterly

You may consider signing up for table of contents email alerts for these journals, which will help you stay abreast of the current literature in the field of health librarianship. Instructions on how to do so are available on the linked websites for each journal.

METHODS OF ASSESSMENT AND GRADING

Assignment	Corresponding Learning Objectives	Weight
Database evaluation	2, 3, 4	15%
Evidence summary	1, 3, 4	20%
Reference consultation	1, 3, 4	15%
Literature review poster	1, 2, 4	25%
Class participation	1, 4	25%
		100%

Assignments are due at 12 noon on the specified due date, whether or not we meet on the day that the assignment is due. With the instructor's permission, late assignments will be accepted with a penalty. Assignments that are late without prior notice will be docked 5 points a day. I aim to turn around feedback within two weeks of submission.

All papers are double-spaced, and page lengths given are guidelines and not rules. Page length guidelines do not include references.

GRADING SCALE

Grade	Description of grade
A	Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development.
B+	Strong performance demonstrating a high level of attainment for a student at a given stage of development.
B	A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development.
C+	A less than acceptable performance demonstrating clear weaknesses in performance for a student at a given stage of development.
C	A marginal performance in the required exercises demonstrating a minimal passing level of attainment.
F	An unacceptable performance. The student's performance in the required exercises has revealed almost no understanding of the course content.

IN N/A Work incomplete. This is only assigned in extreme unforeseen circumstances, such as emergencies.

KEY ASSIGNMENTS

DATABASE EVALUATION (15%) **VARIABLE, BETWEEN 10/18 AND 12/13**

Knowing how to evaluate and teach others about health sciences databases will be a valuable skill.

1. You will select a health sciences database to evaluate from the [Health Sciences Databases](#) available at Rutgers or from the [National Library of Medicine's](#) Databases list. You cannot choose PubMed, Cochrane Reviews, or MEDLINE for this assignment. Send me the name of your database by **October 4th** by email.
2. You will write a seven to ten page evaluation of the database **to submit to me by noon on the day that you are presenting** the database in class. Contents of this evaluation should include an overview of the database, the layout of the database, at least two sample searches. For a guideline of structuring the paper, please look at the [Online Updates column](#) published in *Medical Reference Services Quarterly*.
3. You will also conduct a 10-15 minute one-shot instruction session (we will learn about these before you have to present) in class, introducing your fellow classmates to the database and its features and limitations. Please **send any handouts you create for your instruction session to me by noon on the day you are presenting** so that I can print them for class.

REFERENCE CONSULTATION (15%) **DUE NOVEMBER 1**

You will receive a consultation query and will locate a variety of sources (e.g. books, databases, journals, etc.) that answer the question or questions in your query. Outline the recommended search steps for your patron, including 4 to 6 recommended sources, search strategy suggestions in at least two databases, and screenshots of the searches in at least one of those databases to illustrate the recommendations to the patron. The consultation will include an email response to the request, which should be written using [professional standards](#). You will also evaluate your success in a two to three page document to be handed in with the professional email.

EVIDENCE SUMMARY AND DISCUSSION MODERATION (20%) **VARIABLE, BETWEEN 10/18 AND 12/13**

For this assignment, you will be writing a summary of the article, presenting that summary, and moderating a class discussion about the article and its relationship to the other readings we did for the week. You will write one evidence summary during the semester, and the topic of the article you choose must be related to the class topic for the week you've selected to present.

This assignment is modeled on the evidence summaries regularly published in the journal, *Evidence-Based Library & Information Practice* (<http://ejournals.library.ualberta.ca/index.php/EBLIP/index>). As you can see from examining a few examples in the journal, each evidence summary focuses on a particular research study that has implications for the practice of the information professions. While most of the evidence summaries in the journal do focus on the practice of librarianship, this approach can (and will, in this

assignment) be extended to any information practice setting that you want to explore for your future career in health sciences information.

SELECTING AN ARTICLE

Your first step is to select articles that provide evidence that you'd like to summarize.

- It must be an empirical study, broadly defined; to meet this criterion, the authors must have systematically collected data related to their research question and must have reported their findings. If you have questions about whether a particular article meets this criterion, please check with me.
- The article should be related to the class topic of the day you present.
- It may NOT be one of our required readings. You can, however, choose an article that has been cited (or that cites) an article we read for class.

WRITING THE EVIDENCE SUMMARY

The evidence summary itself is written in a very structured format - basically an extended abstract. It begins with brief descriptions of the study's objective(s), its design, its setting, its subjects/participants, and the methods used to carry it out. Then it reports the main results and the main conclusions that can be drawn from those results. Finally, the author of the summary comments on the implications of those conclusions for practice in the relevant information setting. Additional references pertinent to the commentary should be cited, as appropriate; these can include references in the original article but should also include relevant references not cited in the article being examined. The full evidence summary, excluding title, study citation, and additional references, should be 1000-1500 words. Make sure you include a full citation to the study you are summarizing. Look at some examples in the journal linked above.

CLASS PRESENTATION

During the appropriate class session, you will be asked to present a brief overview of the article you read: What were its main points? What did you learn from it that was pertinent to the topic being discussed in class that day? The presentation will be informal, in the sense that it will involve no slides and will be done from your seat in class. The oral presentation should take no more than 15 minutes of class time.

In addition to summarizing and commenting on the article, you should aim to promote further discussion of the article among your classmates. To achieve this goal, your presentation should conclude with two or three specific questions that you expect will stimulate discussion to relate the article to the other readings we did for class this week. Some ideas for formulating effective discussion questions are available at:

- [Designing effective discussion questions](#). Stanford University Center for Teaching and Learning, [2002].
- [Classroom activities for promoting active learning](#). UNC Center for Faculty Excellence, 2009. (See the section on "Questioning techniques".)

The evidence summary will be evaluated on the accuracy of its description of the original article, your understanding of the conclusions of the study being examined (their validity, their pertinence

to particular information practice settings), and the depth and validity of your commentary on the study being examined.

LITERATURE REVIEW POSTER (25%) **DUE DECEMBER 20TH**

You will choose a topic relating to a current issue in the health information professions, or on some aspect of health sciences librarianship. Please clear your choice of topic with me by **October 25th**. Prepare a poster on the topic, as if you were presenting it at a professional meeting like the annual Medical Library Association meeting. Prepare a short paper, five to seven pages long, about the topic you've chosen. You will also prepare a poster to present during the last day of class using Powerpoint or another software of your choice. Your poster presentation will be 15-20 minutes long, including time for questions. We will discuss preparing scientific posters in class, but a good resource to review is <https://www.cancer.gov/publications/health-communication/making-data-talk.pdf>.

CLASS PARTICIPATION (25%) **ONGOING**

Our weekly meetings are an amazing opportunity to talk with smart people about interesting topics. I cannot tell you how much I have learned from in-class discussions! We all have a variety of personal and professional experiences that relate to the topic of this course, and I expect that the discussions will provide ample opportunity to share these experiences and to learn from one another. Please do all of the readings before each class for which they are listed, and come prepared to engage in substantive discussion with the rest of the class. Think of our in-class discussions as chats with colleagues about your readings and assignments. What did you find particularly interesting? What did you learn? Were there things that were unsurprising to you? Did you like the reading? Why, or why not? How do the concepts and findings from the articles relate to everyday life? To the profession? Do the findings make sense? What information did you find useful? Were the articles problematic in any way? How so? Was there anything particularly difficult to understand? How do the readings from one week relate to the readings from previous sessions? And so on. It's important to draw on the readings, lectures, and assignments when you engage in class discussions.

COURSE CALENDAR

For each week, complete the listed readings **before** our class meetings so that we can discuss them in class. All readings on this list are required. Assignments are due at **12 noon** on the due date listed.

WEEK 1, SEPTEMBER 6: INTRODUCTION

- Familiarize yourself with the syllabus and course materials.

WEEK 2, SEPTEMBER 13: SITUATING THE PROFESSION

Read

- Cooper, I. D., & Crum, J. A. (2013). New activities and changing roles of health sciences librarians: a systematic review, 1990–2012. *Journal of the Medical Library Association* : *JMLA*, 101(4), 268–277. <http://doi.org/10.3163/1536-5050.101.4.008>

- VIDEO: Funk, M. E. (2013). Our words, our story: a textual analysis of articles published in the Bulletin of the Medical Library Association/Journal of the Medical Library Association from 1961 to 2010. *Journal of the Medical Library Association: JMLA*, 101(1), 12. (Video link: <https://vimeo.com/45367116>.)
- Sen, B., Chapman, E., & Villa, R. (2014). Working in the Health Information Profession: Perspectives, Experiences and Trends: the results of an EAHIL-funded 25th anniversary project. In *Proceedings of the 14th EAHIL 2014 Conference*. EAHIL. Retrieved from http://www.iss.it/binary/eahi/cont/58_Barbara_Sen_Full_text.pdf

WEEK 3, SEPTEMBER 20: THE HEALTHCARE ENVIRONMENT

Read:

- Getselman, A. & Franklin, S.G. (2014). Situating health librarianship within the healthcare environment. In J. T. Huber & F. Tu-Keffner eds. (Eds.), *Health Librarianship: An Introduction* (1st ed., pp. 47-56). Santa Barbara, California: Libraries Unlimited.
- Obama, B. (2016). United States Health Care Reform: Progress to Date and Next Steps. *JAMA*, 316(5), 525–532. <https://doi.org/10.1001/jama.2016.9797>
- Towell, F.J. (2014). Overview of the healthcare environment. In J. T. Huber & F. Tu-Keffner eds. (Eds.), *Health Librarianship: An Introduction* (1st ed., pp. 35-46). Santa Barbara, California: Libraries Unlimited. [READ FIRST.]

WEEK 4, SEPTEMBER 27: EVIDENCE-BASED MEDICINE

Before class:

Complete the tutorial at http://missinglink.ucsf.edu/lm/EBM_litsearch/index.html.

Read:

- Kronenfeld, M., Stephenson, P. L., Nail-Chiwetalu, B., Tweed, E. M., Sauers, E. L., McLeod, T. C. V., ... Ratner, N. B. (2007). Review for librarians of evidence-based practice in nursing and the allied health professions in the United States. *Journal of the Medical Library Association: JMLA*, 95(4), 394–407. <http://doi.org/10.3163/1536-5050.95.4.394>
- Schardt, C. (2014). Evidence-based healthcare/evidence-based practice. In J. T. Huber & F. Tu-Keffner eds. (Eds.), *Health Librarianship: An Introduction* (1st ed., pp. 57-75). Santa Barbara, California: Libraries Unlimited.

WEEK 5, OCTOBER 4: SEARCH STRATEGIES

Due today: Database selection (email by noon)

Please bring a computer to class today.

Before class:

Explore the MeSH browser for at least a half hour. Also look over the following fact sheets:

- MEDLINE, PubMed, and PMC (PubMed Central): How are they different? (2015 May 15). [Fact Sheets]. http://www.nlm.nih.gov/pubs/factsheets/dif_med_pub.html
- FAQ: Journal Selection for MEDLINE® Indexing at NLM. (2015 April 10). [Fact Sheets]. http://www.nlm.nih.gov/pubs/factsheets/j_sel_faq.html

Read

- Jankowski, T.A. (1992). Basics of Search Construction, Subject Searching. In T.A. Janowski (Ed.) *Becoming an expert searcher: Proven techniques, strategies, and tips for finding health information* (pp 47-58, 72-89). Medical Library Association.
- Cooke, A., Smith, D., & Booth, A. (2012). Beyond PICO: The SPIDER tool for qualitative evidence synthesis. *Qualitative Health Research*, 22(10), 1435–1443.
<http://doi.org/10.1177/1049732312452938>

WEEK 6, OCTOBER 11: DATABASES

Before class:

Before class this week, go to PubMed and Medline and spend at LEAST an hour of time (total) searching these databases. Formulate some clinical questions of interest or relevance to you and attempt to search for literature. Searching is like learning how to cook: you can't really do it by watching someone else, or by reading about it: you have to do it yourself! So spend a lot of time this week exploring the fundamentals of searching. MEDLINE is available on the list of Rutgers Library databases.

Read:

- Craven, J., Jefferies, J., Kendrick, J., Nicholls, D., Boynton, J., & Frankish, R. (2014). A comparison of searching the Cochrane library databases via CRD, Ovid and Wiley: implications for systematic searching and information services. *Health Information and Libraries Journal*, 31(1), 54–63. <http://doi.org/10.1111/hir.12046>
- Bramer, W. M., Giustini, D., Kramer, B. M., & Anderson, P. (2013). The comparative recall of Google Scholar versus PubMed in identical searches for biomedical systematic reviews: a review of searches used in systematic reviews. *Systematic Reviews*, 2, 115.
<http://doi.org/10.1186/2046-4053-2-115>
- Vanopstal, K., Buyschaert, J., Laureys, G., & Vander Stichele, R. (2013). Lost in PubMed. Factors influencing the success of medical information retrieval. *Expert Systems with Applications*, 40(10), 4106–4114. <http://doi.org/10.1016/j.eswa.2013.01.036>

WEEK 7, OCTOBER 18: HEALTHCARE PROVIDERS

Database and evidence summary assignments begin.

Read:

- Brahmi, F. A., & Kaplan, F. T. D. (2017). Embedded Librarian as Research Team Member. *The Journal of Hand Surgery*, 42(3), 210–212. <https://doi.org/10.1016/j.jhsa.2016.12.007>
- Butera, G., Gomes, A. W., & Kakar, S. (2014). Expanding Our Roles: Embedded in Curriculum Design. *Medical Reference Services Quarterly*, 33(3), 292–301.
<https://doi.org/10.1080/02763869.2014.925688>
- Kostagiolas, P. A., Samioti, F., Alexias, G., Korfiatis, N., & Niakas, D. (2012). Examining Patterns of Information Behavior Among Healthcare Professionals: A Case Study on Health Psychologists. *New Review of Information Networking*, 17(2), 108–119.
<http://doi.org/10.1080/13614576.2012.724300>

WEEK 8, OCTOBER 25: CLINICAL ENCOUNTERS

- Asan, O., & Montague, E. (2014). Technology-mediated information sharing between patients and clinicians in primary care encounters. *Behaviour & Information Technology*, 33(3), 259–270. <https://doi.org/10.1080/0144929X.2013.780636>
- Bell, S. K., Mejilla, R., Anselmo, M., Darer, J. D., Elmore, J. G., Leveille, S., ... Walker, J. (2016). When doctors share visit notes with patients: a study of patient and doctor perceptions of documentation errors, safety opportunities and the patient–doctor relationship. *BMJ Qual Saf*, bmjqs-2015-004697. <https://doi.org/10.1136/bmjqs-2015-004697>
- Veinot, T. C. E., Meadowbrooke, C. C., Newman, M. W., Zheng, K., & Perry, E. E. (2010). Routines that ease the pain: The information world of a dialysis clinic. *Proceedings of the American Society for Information Science and Technology*, 47(1), 1–4.

WEEK 9, NOVEMBER 1: CLASS CANCELLED FOR ANNUAL ASIST MEETING.

Reference consultation is due today at noon.

WEEK 10, NOVEMBER 8: PUBLIC LIBRARIES

- Flaherty, M. G. (2016). From Google to MedlinePlus: The wide range of authoritative health information provision in public libraries. *Library & Information Science Research*, 38(2), 101–107.
- Charbonneau, D. H., & Ham, K. (2015). The health insurance reference question: A step by step approach. In E. Vardell (Ed.), *The Medical Library Association guide to answering questions about the Affordable Care Act* (pp. 37–50). Medical Library Association.
- Westbrook, L. (2015). “I’m Not a Social Worker”: An Information Service Model for Working with Patrons in Crisis. *The Library Quarterly: Information, Community, Policy*, 85(1), 6–25. <https://doi.org/10.1086/679023>

WEEK 11: NOVEMBER 15: HEALTH LITERACY

Before class:

Explore at least 2 of the health literacy evaluation tools at <http://healthliteracy.bu.edu>. Which do you like better, and why? Come to class prepared to talk about this.

Read:

- Chesser, A., Burke, A., Reyes, J., & Rohrberg, T. (2016). Navigating the digital divide: A systematic review of eHealth literacy in underserved populations in the United States. *Informatics for Health & Social Care*, 41(1), 1–19. <https://doi.org/10.3109/17538157.2014.948171>
- Jiang, S., & Beaudoin, C. E. (2016). Health literacy and the internet: An exploratory study on the 2013 HINTS survey. *Computers in Human Behavior*, 58, 240–248. <https://doi.org/10.1016/j.chb.2016.01.007>
- Massey, P. M. (2016). Where Do U.S. Adults Who Do Not Use the Internet Get Health Information? Examining Digital Health Information Disparities From 2008 to 2013. *Journal of Health Communication*, 21(1), 118–124. <https://doi.org/10.1080/10810730.2015.1058444>

WEEK 12: NOVEMBER 29: SOCIAL INFORMATION SEEKING

- Costello, K. L. (2017). Social relevance assessments for virtual worlds: Interpersonal source selection in the context of chronic illness. *Journal of Documentation*, 73(5).
- Weitzman, E. R., Cole, E., Kaci, L., & Mandl, K. D. (2011). Social but safe? Quality and safety of diabetes-related online social networks. *Journal of the American Medical Informatics Association: JAMIA*. <https://doi.org/10.1136/jamia.2010.009712>
- Hara, N., & Sanfilippo, M. R. (2017). Analysis of roles in engaging contentious online discussions in science. *Journal of the Association for Information Science and Technology*, 68(8), 1953–1966. <https://doi.org/10.1002/asi.23850>
- Rowley, J., Johnson, F., & Saffi, L. (2015). Students' trust judgments in online health information seeking. *Health Informatics Journal*, 21(4), 316–327. <https://doi.org/10.1177/1460458214546772>

WEEK 13, DECEMBER 6: PUBLIC HEALTH AND SOCIAL MEDIA

Read:

- Cueva, M., Kuhnley, R., Revels, L., Schoenberg, N. E., & Dignan, M. (2015). Digital storytelling: a tool for health promotion and cancer awareness in rural Alaskan communities. *International Journal of Circumpolar Health*, 74. <https://doi.org/10.3402/ijch.v74.28781>
- Warren, K. E., & Wen, L. S. (2016). Measles, social media and surveillance in Baltimore City. *Journal of Public Health*. <https://doi.org/10.1093/pubmed/fdw076>
- Xu, S., Markson, C., Costello, K. L., Xing, C. Y., Demissie, K., & Llanos, A. A. (2016). Leveraging Social Media to Promote Public Health Knowledge: Example of Cancer Awareness via Twitter. *JMIR Public Health and Surveillance*, 2(1), e17. <https://doi.org/10.2196/publichealth.5205>

WEEK 14, DECEMBER 13: STAYING CURRENT IN THE PROFESSION

Before class:

This week, we are going to discuss how to keep current with the profession as we transition out of the MI program into the workplace environment. Before class this week, I am asking everyone to look for a job posting related to health information science, to break that job posting down to see what they are asking for their future employee to do, and to tie the course readings and/or discussions and assignments in with the objectives that are discussed in the job description. Come to class prepared to discuss what you found. A good place to look for job postings is the MLA Career Center at <http://www.mlanet.org/p/cm/ld/fid=46>

Read:

- Jenkins, R. (2015). Professional development through attending conferences: reflections of a health librarian. *Health Information & Libraries Journal*, 32(2), 156–160. <https://doi.org/10.1111/hir.12101>
- Byrd, G. D., Devine, P. J., & Corcoran, K. E. (2014). Health sciences librarians' awareness and assessment of the Medical Library Association Code of Ethics for Health Sciences Librarianship: the results of a membership survey. *Journal of the Medical Library Association: JMLA*, 102(4), 257.

- Huber, J. T., Shapiro, R. M., II, H. J. B., & Palmer, A. (2014). Enhancing the care navigation model: potential roles for health sciences librarians. *Journal of the Medical Library Association: JMLA*, 102(1), 55.

WEEK 15, DECEMBER 20: POSTER SESSION

Final papers and posters due today.

LATE SUBMISSION POLICY

Unless otherwise noted, all written assignments, group projects, etc., are due at **9:00 AM** on the due date listed in the syllabus. If you experience an unavoidable situation that prevents you from completing work on time, please inform me prior to the date the work is due. Late work will result in points taken off, a lowering of the assignment grade, and/or an “F,” depending on the assignment.

ATTENDANCE AND PARTICIPATION POLICY

Students are expected to attend all classes; if you expect to miss class, please email me at k.costello@rutgers.edu. In general, one excused absence will be allowed during the semester. Note that if you must miss classes for longer than one week, you should contact a dean of students to help verify your circumstances.

It is University policy (University Regulation on Attendance, Book 2, 2.47B) to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. Examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting. Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.

Please turn off your ringers and do not use cellphones in our class. Use of laptop computers or tablets is encouraged so that you can take notes, review readings, and search for information related to the course during our meetings. Please do not use your laptop or tablet for off-topic activities (e.g. Facebook).

LIBRARY RESOURCES

Rutgers University Libraries offer numerous resources to assist students. Librarians can help guide you through research and reference tools. A series of [LibGuides](#) are available to get you started. The librarian who specifically supports SC&I is Lily Todorinova, who is based at the Art Library, lily.todorinova@rutgers.edu, 848-932-1696.

Here are some of the LibGuides you may find useful:

- Health Literacy: (http://libguides.rutgers.edu/gfs_health_literacy)
- Health Sciences Guides: (<http://libguides.rutgers.edu/BiomedicalHealth>)
- Introduction to Rutgers University Libraries: (<http://libguides.rutgers.edu/intro>)
- Library and Information Science: (<http://libguides.rutgers.edu/cat.php?cid=25870>)

ACADEMIC INTEGRITY

I take academic integrity seriously, and the consequences of scholastic dishonesty are severe. Rutgers' academic integrity policy is at <http://academicintegrity.rutgers.edu/>. Multimedia presentations about academic integrity may be found at <http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html> and http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html

Academic integrity means, among other things:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a reference list at the end of all of your assignments.
- Do not look over at the exams of others or use electronic equipment such as cell phones during exams.
- Do not fabricate information or citations in your work.
- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

Adherence to the principles of academic integrity matters for many reasons, including:

- Giving everyone their proper credit for ideas, words, results, and accomplishments.
- Making it possible for the proper evaluation of student work and ensuring that no students have inappropriate advantages over others.
- Upholding and maintaining the reputation of the University for integrity in teaching, research, and scholarship.

If you are doubtful about any issue related to plagiarism or scholastic dishonesty, please discuss it with me.

SERVING STUDENTS WITH DISABILITIES

Students with documented disabilities who wish accommodations in this class must do so through the Rutgers Disabilities Services Office. See <http://disabilityservices.rutgers.edu/> for details. SC&I Assistant Dean Kevin Ewell < kevin.ewell@rutgers.edu > will coordinate your services locally. Student who develop disabling medical problems or other issues during the semester that affect your ability to complete coursework should request advising from MLIS Program Director Joyce Valenza <joyce.valenza@rutgers.edu> or SC&I Assistant Dean Kevin Ewell <kevin.ewell@rutgers.edu>.

BIOGRAPHICAL INFORMATION ABOUT THE INSTRUCTOR

Dr. Kaitlin L. Costello received her doctorate in information science at the University of North Carolina at Chapel Hill's School of Information and Library Science and her master's degree in library and information science from the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign. Her main area of research is health information

behavior, and she has conducted a variety of studies in this area that focus on how patients use the internet to find and share health information and the impact of these behaviors on the clinical encounter. She has had the pleasure of teaching many students in information and library science already, and particularly enjoys hearing from students when they apply something they learned in her classes to their work in the field.

WEATHER AND OTHER EMERGENCIES

The university rarely cancels classes for inclement weather. To check if classes are cancelled, visit <http://campusstatus.rutgers.edu/>. You can also try to call 732-932-7799. During severe weather conditions, announcements are made over the following radio stations: WCTC (1450AM), WMGQ (98.3FM), WRSU (88.7FM), WMCA (570AM), WOR (710AM), WCBS (880AM), WABC (770AM), WBGO (83.3FM), WHWH (1350AM), WPST (97.5FM), WJLK (1310FM), WMTR (1250AM).

OTHER INFORMATION

Students are expected to take the initiative to become aware of university policies and services that will help them succeed in their academic work. You are responsible for following the guidelines specified in the university's academic integrity policy, procuring information literacy skills needed to succeed in academics, seeking advisement when needed, and taking advantage of support services.

Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help. I highly recommend that you check out the Learning Center; for more information, check <http://lrc.rutgers.edu/>. Rutgers also has a Writing Program where students can obtain help with writing skills and assignments: <http://plangere.rutgers.edu/>.

SC&I IT Services offers help with a variety of technology problems. They are located in the SC&I Building in Room 120 (first floor); 848-932-5555; help@comminfo.rutgers.edu.