

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 199970

UC TRANSFER:

Not Transferable

PREREQUISITES:

COREQUISITES:

STUDENT LEARNING OUTCOMES:

1. Understand the conversion of a clinical scenario into a focused clinical question.
2. Convert a focused clinical question into an effective search strategy.
3. Determine whether the question is best answered by a medical research database such as Medline, or another resource.
4. Understand the content of other professional medical databases available for searching.
5. Access Medline and perform basic and advanced or refined searches in Medline through the Internet using PubMed or Grateful Med.
6. Evaluate the results of a search, using criteria such as authority, reliability, documentation, currency, attribution and disclosure.
7. Understand various options for retrieving articles selected from a search.
8. Understand controversies and ethical issues relating to online health services.

TOPICS AND SCOPE:

Inactive Course: 11/22/2010

WEEK HOURS CONTENT/ASSIGNMENTS/OBJECTIVES

1 1.5 Introduction to online nursing and health resources.

OBJECTIVES: Students will 1) be able to demonstrate an understanding of the biomedical information overload, including statistics and research on the reliability of online sources; 2) Examine criteria for databases to use in answering clinical questions.

OUT-OF-CLASS: Students will complete 2 online quizzes --one to determine their individual learning styles, and one to predict their individual success in an online course. Students will submit a posting to the class discussion list to: 1) discuss the two quizzes, 2) introduce themselves, and 3) sign up to summarize 1 lesson of the class, plus that lesson's discussion.

2 1.5 Converting clinical problems into focused clinical questions.

OBJECTIVES: Students will be able to demonstrate an understanding of Boolean logic and phrase searching, and be able to use these tools in several databases such as Medline (a medical literature database), EbscoHost (a general literature database) and Excite

(a WWW search engine).

OUT-OF-CLASS: Students will complete an online assignment using the 3 databases listed above, then post a discussion to the class discussion list explaining the search terms used and evaluating their success or lack of success. They will respond to at least one other student's posting.

3 1.5 Introduction to field searching.

OBJECTIVES: Students will be able to demonstrate an understanding of field searching, and be able to use this tool in: 1) searching book catalogs, at Gavilan college, other local libraries, & specialized catalogs. 2) searching periodical literature databases such as Medline.

OUT-OF-CLASS: Students will complete an online assignment using several book catalogs plus medical literature databases. They will post to the class discussion list outlining their search terms and their results. They will respond to at least one other student's posting.

4 1.5 Converting clinical questions into an effective search strategy for Medline. Boolean logic, phrase searching, field searching, truncation, and use of MESH headings to narrow or widen the search.

OBJECTIVES: Students will practice converting questions into search strategies, concentrating on the Medline database. They will demonstrate an understanding of the Medline thesaurus, MESH, and how to use these headings for effective searches.

OUT-OF-CLASS: Students will complete a worksheet practicing search strategies and locating appropriate MESH headings; then post a description of their experiences, successes or failures at finding specific information. They will also respond to at least one other student posting.

5 1.5 Medline continued. Refining searches by limiting articles to randomized clinical trials. Evaluation criteria.

OBJECTIVES: Students will examine Medline's advanced searching criteria and limits, and demonstrate an understanding of the different types of articles in their list of search results.

OUT-OF-CLASS: Students will complete a worksheet practicing Medline advanced search techniques and analyzing results. They will post to the class discussion list regarding their findings, plus respond to at least one other posting.

6 1.5 Examination of search engines to find WWW medical sites.

OBJECTIVES: Students will experiment with WWW searching using advanced search engine sites with capabilities for Boolean logic, phrase and field searching, truncation and other limiters. They will demonstrate an understanding of domain names to identify website hosts by educational institution, commercial endeavors, government-supported sites, and non-profit

organizations.

OUT-OF-CLASS: Students will complete a worksheet practicing these topics and evaluating result lists by identifying the host organization. They will post their results on the class discussion list, plus respond to at least one other posting.

7 1.5 Organization of the print library using the Library of Congress Classification System. Introduction to the final project for this class: an annotated bibliography on a medical or health-related topic of their choice.

OBJECTIVES: Students will become familiar with the various print sources of medical information, and how it is organized. They will compare print sources using specialized medical encyclopedias to various online sources.

OUT-OF-CLASS: Students will complete a worksheet covering these topics, plus post a description of their comparisons and opinions regarding completeness of information, ease of locating the information, currency and reliability of the information.

8 1.5 Organization of the Internet using subject directories.

General directories such as Yahoo, specialized medical directories such as Medical Matrix, Meducation-Journals, HealthAtoZ, Health & Fitness Worldgide, MedicineNet, and webpages for professional associations such as the American Diabetes Association, American Medical Association, Centers for Disease Control, and the National Institutes of Health.

OBJECTIVES: Students will demonstrate an understanding of when and how to use subject directories rather than search engines. They will become familiar with several of the major medical websites and understand the organization of these resources.

OUT-OF-CLASS: Students will complete a worksheet exploring these subject directories; then post a description of their experiences, successes or failures at finding specific information, and their opinion about information available through these specialized directories. They will also respond to at least one other student posting.

9 1.5 Examination of controversies and ethical issues relating to online health services.

OBJECTIVES: Students will examine online health services such as counseling, online prescription-ordering sites, and drugs available over the Internet.

OUT-OF-CLASS: Students will be divided into groups to examine one of these issues in-depth, put together a group summary of the issue, and report to the rest of the class via the class discussion list.

10 1.5 Examination of sources of health information from the patient's perspective.

OBJECTIVES: Students will examine several online databases that present information for the consumer such as: 1) Health Finder, for highly filtered consumer information. 2) National Guideline Clearing-

house, for evidence-based clinical practice guidelines. 3) RxList, an internet drug index. 4) Quackwatch, an internet site dedicated to identifying questionable resources. 5) sources for health statistics from around the world.

OUT-OF-CLASS: Students will complete a worksheet covering these additional databases. They will also post contributions to the class discussion list.

11 1.5 Review of medical resources, both online and in print.

Review of search tools, such as Boolean logic, field and phrase searching, truncation, and use of specialized subject headings such as MESH used in Medline. Review of evaluation criteria, to determine reliable and current information.

OBJECTIVES: Students will review medical resources and how to search them, plus resolve any confusion regarding the myriad databases available for health information.

OUT-OF-CLASS: Students will e-mail their annotated bibliographies complete with information from several of the databases examined in class. Annotations will explain why the resources was included, using evaluation criteria for reliability, currency, authority, or background information.

Students will also taken an online quiz that covers all search tools and medical databases. Quizzes are automatically graded, with immediate feedback for students. They are not counted as part of the student's grade, and so can be repeated as many times as desired.

12 1.5 Final Examination.

OBJECTIVE: Students will demonstrate an understanding and skill in answering medical and health-related research questions using advanced search tools both online and in print resources. This will be a time online exam, and students will be allowed to use any resources available to them (online databases, print resources, class notes and readings.)

METHODS OF INSTRUCTION:

Lectures, visual demonstration, individual practice, group discussion, individual research project, worksheets, and final examination.

REPRESENTATIVE TEXTBOOKS:

Required:

Hebda et al, "Internet Resource Guide for Nurses and Health Care Professionals" (3rd Edition) (Paperback), Prentice Hall , 2004, or other appropriate college level textbook.

ISBN: 978-0131512559

Reading Level of Text: 13th grade, Verified by: KBedell

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: A

Noncredit Category: Y

Cooperative Education:
Program Status: 2 Stand-alone
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: LIB
CSU Crosswalk Course Number: 141
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000456133
Sports/Physical Education Course: N
Taxonomy of Program: 120100