Locating the Evidence for Health Management

Course Summary
In this information-seeking methods course, students frame answerable research questions, select relevant specialized databases to search, develop effective search strategies and critically appraise the literature of healthcare management. Going beyond “Googling,” the course illuminates the hierarchical nature of evidence within the scholarly literature, use of specialized databases, and introduces major U.S. health statistics sources. The course prepares students for the Capstone: Advanced Project in Health Services Management and supports evidence-based decision-making in the workplace.

Assignment details, supplemental documents and updates will be posted on the course site (located at home.nyu.edu/ under the Academics tab).

Faculty:

Susan Kaplan Jacobs, MLS, MA, RN, AHIP
Adjunct Assistant Professor of Public Administration, NYU Wagner
Associate Curator/Librarian for Health Sciences, NYU Bobst Library
susan.jacobs@nyu.edu
ph: 212 998-2432
Office #512, 5th floor, Bobst Library, 70 Washington Square South
Office hours by appointment

Alan Krissoff, MA
Adjunct Assistant Professor of Public Administration, NYU Wagner
Interim Director, Levy Library, Mount Sinai School of Medicine
alan.krissoff@nyu.edu
Office hours by appointment

Dates: Wednesdays, March 21-May 2
Hour: 6:45-8:25pm
Location: 25 West 4th St - C-06
**Learning Objectives**

1. Demonstrate an understanding of information architecture, the scholarly process, and the context of information in the hierarchy of research evidence.

2. Use the evidence-based paradigm to frame an answerable research question, select databases, develop an effective search strategy, locate, retrieve, and critically appraise the literature of healthcare management.

3. Demonstrate competence in managing the evidence: organize, effectively communicate, and cite the published and non-published evidence.

4. Demonstrate an understanding of the social issues and ethical concerns related to the provision, dissemination, and sharing of information.

5. Demonstrate an understanding of a conceptual framework of evidence and information seeking that can be applied to a variety of research questions and environments.

6. Critique the hierarchy of evidence paradigm presented in this class, and understand its possible limitations.

**CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Pre-Reading</th>
</tr>
</thead>
</table>
| Week 1:    | Discovery Part I: Information Architecture/Information Literacy; Framing the question; Simple searching with PubMed and CINAHL | Before our first class, please post on course site:  
- Post in “Assignment” section: a brief biosketch w/ short statement of what you’d like to get out of this course, and EBP experience.  
- Post in “My Workspace/Profile” a photo of yourself. Check “Privacy” available to “everyone” or just to connections. If you do that, please invite instructors as connections. |
<p>| March 21   |                                                                       |                                                                                      |
| Week 2:    | Discovery Part II: Interdisciplinary databases; Filtering; Synthesized and Point of Care Sources; Special Queries; Research Methodology | Read/Do: 1; 2; 3; 4; 5; 6 Assignment #1: Due                                           |
| March 28   |                                                                       |                                                                                      |
| Week 3:    | Information in Context Part I: Managing/Citing/Sharing the           | Read/Do: 7; 8; 9; 10; 11 Pre-register for a Refworks account*                         |
| April 4    |                                                                       |                                                                                      |</p>
<table>
<thead>
<tr>
<th>Week 4: April 11</th>
<th>Review/return Assignment #2 Discovery Part III: Statistical Information, Major health surveys (US/Intl); Grey Lit; Datasets</th>
<th>Read/Do: 12; 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 5: April 18</td>
<td>Appraising the Evidence: Critical appraisal/criteria; Grading Evidence Tools</td>
<td>Read/Do: 14; 15; 16; 17; 18 Assignment #3 DUE</td>
</tr>
<tr>
<td>Week 6: April 25</td>
<td>Review/return Assignment #3 Information in Context Part II: Current Awareness Tools Student presentations Part I</td>
<td>Review slides and readings</td>
</tr>
<tr>
<td>Week 7: May 2</td>
<td>Assignment #5, CAT, final instructions Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

**Required Reading:**


3. PubMed Tutorials (from the National Library of Medicine and the Levy Library, Mount Sinai School of Medicine)

   Mount Sinai School of Medicine’s PubMed Tutorial  [http://library.mssm.edu/tutorials/pubmed.html](http://library.mssm.edu/tutorials/pubmed.html)


   Three Minute “Searching with the MESH Database

Four Minute “Combining MeSH Terms Using the MeSH Database”

Five Minute “Applying Subheadings and Other Features Using the MeSH Database”

One Minute, 36 secs. “Save Searches and Set Email Alerts,” My NCBI
http://youtu.be/AkKUti5z4eA

   http://nnlm.gov/training/resources/pmtri.pdf
   My NCBI (tri-fold handout in PDF)
   http://nnlm.gov/training/resources/myncbitri.pdf


6. Yale Cushing/Whitney Library CINAHL tutorials:
   CINAHL Video Tutorials #2: Formulating Your Questions (4:01)
   http://www.med.yale.edu/library/education-guides/screencasts/cinahl/new_cinahl_2/

   CINAHL Video Tutorials #3: CINAHL Headings (Part I) (4:25)
   http://www.med.yale.edu/library/education-guides/screencasts/cinahl/new_cinahl_3_1/

   CINAHL Video Tutorials #4: CINAHL Headings (Part II) (4:19)
   http://www.med.yale.edu/library/education-guides/screencasts/cinahl/new_cinahl_4/

   CINAHL Video Tutorials #5: Combining and Limiting Searches (4:33)
   http://www.med.yale.edu/library/education-guides/screencasts/cinahl/new_cinahl_5/

7. Browse the NYU Libraries Evidence Pyramid http://tinyurl.com/nyupyramid

   https://getit.library.nyu.edu/go/4110375

   http://wagner.nyu.edu/current/policies/

   YouTube Video by Bainbridge College (GA),
   Watch Refworks Preview youtube video:
   http://www.youtube.com/watch?v=QcDdiI6mUyY&feature=youtu.be

   *[ Register for a Refworks account at:
   https://www.refworks.com/Refworks/newuser.asp

11. United States National Library of Medicine, PubMed Tutorial: Downloading
    Results for Use in Reference Management Software (2 min.)

    http://lnyu.libguides.com/nursingtutorial
    MODULE 3, Searching the Web

    Health Services Research and Health Care Technology (NICHSR).
    (the link to an EXERCISE on the tutorial page “23” is Assignment #3)

    http://getit.library.nyu.edu/go/1710045

15. Chapter 3: Getting your bearings (what is this paper about?) in Greenhalgh,

    Review checklist for the methods section of a paper (in Appendix 1.):
    http://getit.library.nyu.edu/go/1710667

    Publishing Group. http://getit.library.nyu.edu/go/1710667

    Evidence Based Nursing, 12(3), 71-72. http://getit.library.nyu.edu/go/1710065
[https://getit.library.nyu.edu/go/4093645](https://getit.library.nyu.edu/go/4093645)

**Recommended Reading and Resources**  
(Starred * items are recommended for information literacy review):

**LibGuides:**

- PubMed@ NYU: [http://nyu.libguides.com/pubmed](http://nyu.libguides.com/pubmed)
- Health Administration: [http://nyu.libguides.com/healthadministration](http://nyu.libguides.com/healthadministration)


[http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1463030/?tool=pmcentrez&report=abstract](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1463030/?tool=pmcentrez&report=abstract)

Chapter 5: Statistics for the non-statistician [http://getit.library.nyu.edu/go/1710667](http://getit.library.nyu.edu/go/1710667)

[http://getit.library.nyu.edu/go/1710667](http://getit.library.nyu.edu/go/1710667)

Chapter 10: Papers that tell you what things cost (economic analyses)

[http://getit.library.nyu.edu/go/1710681](http://getit.library.nyu.edu/go/1710681)

[http://getit.library.nyu.edu/go/1710684](http://getit.library.nyu.edu/go/1710684)


Pravikoff, D. S., Tanner, A. B., & Pierce, S. T. (2005). Readiness of U.S. nurses for evidence-based practice: Many don't understand or value research and have had little or no training to help them find evidence on which to base their practice. *American Journal of Nursing, 105*(9), 40-52. [http://getit.library.nyu.edu/go/1710692](http://getit.library.nyu.edu/go/1710692)


**Assignments, Spring 2012**

For all written assignments, cite all sources using the APA citation style OR a style of your choice. Guidelines: [http://nyu.libguides.com/citations](http://nyu.libguides.com/citations)

1. **Assignment #1, Due week 2, March 28, 2012:**

   **Develop an answerable research question addressing a health management issue.**

   • Your question must include a **Population/Problem/Situation** and an **Intervention**

   • Preliminary searching in PubMed and CINAHL will assist you in developing the question, determining what is already out there, whether your question is too broad or too narrow

   • Keep in mind that the question will be the basis for Assignment #2
2. Assignment #2, Due week 3, April 4, 2012 [20% of final grade]:

Search Strategy:
Use the research question from Assignment #1 to propose databases, (plus internet sources, and other synthesis resources) to be searched. Propose a search strategy using controlled vocabulary (e.g., “MeSH”), key words, and categorical limits appropriate for selected databases. Submit a preliminary list of at least 5 citations retrieved, the methodology used in each study, and grade each for level of evidence. (See related documents: Evidence Rating Scale and Search Template attached to course site)

3. Assignment #3, Due Week 5, April 18, 2012: [20% of final grade]

Complete the Finding Health Statistics tutorial (reading #13) and do the online exercise listed below from the National Information Center on Health Services Research and Health Care Technology (NICHSR) site. Present your findings using the worksheet posted on the course site. Please cite all sources in APA style.

Using Published Reports from the Internet

4. Assignment #4: Due Weeks 6/7, CAT/Student presentations [20% of final grade]

You may choose to present and submit Assignment 4/5 individually or in a group of up to 4 students.

Based on one of the research questions outlined in Assignment #1/2, prepare a 10-minute presentation to the class that summarizes your research question, the sources searched, preliminary results, direction for more searching suggested by MeSH and other controlled vocabulary terms. You may use powerpoint slides, handouts, or whatever tools best communicate your search and results to the class. [The final CAT (Assignment 5) is a more formal and final summary of the search process and evidence retrieved.]

[More details/guidelines will be provided]

5. CAT, Due: May 9, 2012 [40% of final grade]

Based on one of the research questions outlined in Assignment #1/2, submit a CAT (critically appraised topic) reviewing the literature that addresses the question. In addition to the databases searched for assignment #2, include syntheses/pre-filtered resources, as well as background sources to provide context for your topic. Briefly summarize (with a conclusion, recommendations, limitations) current best practice based on the best 10-15 sources of available evidence and include discussion of appropriate appraisal tool(s). Use the CAT template attached to the course site. [More details/guidelines will be provided]
6. Students should come to class prepared to discuss weekly readings and assignments. Class participation will be considered for final grades that are “borderline.”

GRADING POLICY

- All assignments should be turned in on or before the due date. It is essential to be on time in order to receive feedback that will impact subsequent assignments.

- Lateness will be penalized with 1/2 grade per day of lateness.

- Assignment #2, on which you receive a grade of 75% or lower, may be resubmitted once with the opportunity to improve your grade.

- Please read the Wagner Academic Code regarding plagiarism, 
  "Plagiarism consists of presenting ideas or words without adequate acknowledgement of their source and, as with other acts of academic fraud, is a violation based on fact rather than intent." 
  http://wagner.nyu.edu/students/policies/

- If your paper includes evidence of plagiarism, whether intentional or inadvertent, it will not be accepted. You may be asked to re-do the paper and receive the deduction of one full grade for the resubmission.