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 NYU Classes course site (located at home.nyu.edu / … Academics … NYU Classes).

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Dates: Feb 4, Feb 25, Mar 11, Apr 1, Apr 15, Apr 29, May 13

Hour: 4:55PM - 6:35PM
Location: 194 Mercer, Room 304

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.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Pre-Reading/Due this week</th>
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<tbody>
<tr>
<td>Week 1: Feb 4</td>
<td><strong>A Problem and an Intervention:</strong> Information architecture; Information literacy; Framing the question;</td>
<td><em>Before our first class, please post on course site:</em> Post in “Assignment” section: a brief biosketch w/ short statement of what you’d like to get out of this course, your experience with evidence-based practice and searching the literature. Photo: attach a photo of yourself to the above Assignment.</td>
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<td>Week 2: Feb 11</td>
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<td>Week 3: Feb 25</td>
<td><strong>A Magnet in a Haystack</strong> Interdisciplinary databases; Filtering; Synthesized and Point of Care Sources; Special Queries;</td>
<td>Readings: 1, 2, 3, 4, 5, 6, 7 Assignment #1 on Blog: Have your Research Question approved.</td>
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<td>Week 4: Mar 4</td>
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<td>Forum 1: Primary-Secondary Sources</td>
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<td>Week 5: Mar 11</td>
<td><strong>Managing and Citing the Evidence</strong> (Bibliographic Management Software)</td>
<td>Readings: 8, 9, 10, 11 Due, Assignment #2</td>
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<td>Week 6: Mar 25</td>
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<td>Forum 2</td>
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<td>Week 7: April 1</td>
<td><strong>If the only tool you have is a hammer...</strong> Critical appraisal, criteria and tools; Research methodology</td>
<td>Read/Do: 12, 13, 14</td>
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<td>Week 8: April 8</td>
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<td>Forum 3</td>
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<td>Week 9: April 15</td>
<td><strong>“Not everything that counts can be counted...”</strong> Current Awareness Tools Qualitative Research</td>
<td>Read/Do: 15</td>
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<td>Week 10: April 22</td>
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<td>Forum 4</td>
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<td>Week 11: April 29</td>
<td><strong>98% of all statistics are made up.</strong> Locating statistics Student presentations Part I (Assignment #3)</td>
<td>Read/Do: 16, 17</td>
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<td>Week 12: May 6</td>
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<td>Forum 5</td>
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<td>Week 13: May 13</td>
<td><strong>Student presentations Part II</strong> (Assignment #3)</td>
<td>Due date TBD: Assignment #4, CAT,</td>
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**Required Reading:**


   Complete MODULES 1 and 2 (1.1-1.10 and 2.1-2.10)

3. PubMed Tutorials (from the National Library of Medicine)

   - One Minute “Pubmed Simple Subject Search”

   - One Minute PubMed Simple Subject Search: How It Works

   - Three Minute “Searching with the MESH Database”

   - Four Minute “Combining MeSH Terms Using the MeSH Database”

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

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

4. Sign up for a MY NCBI Account:
   [https://arch.library.nyu.edu/databases/proxy/NYU00068](https://arch.library.nyu.edu/databases/proxy/NYU00068)
   click “Sign in to NCBI” in top right, then, “Register for an Account”

   Create a “Spring 2013” Collection for saving selected articles

   Watch (2:58) : [http://www.youtube.com/watch?v=iXSttEKntCE](http://www.youtube.com/watch?v=iXSttEKntCE)


6. Yale Cushing/Whitney Library CINAHL tutorials:

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

   - CINAHL Video Tutorials #4: CINAHL Headings (Part II) (4:19)

   - CINAHL Video Tutorials #5: Combining and Limiting Searches (4:33)


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8. Wagner Academic Code, (especially Part B, section 1: Charges of Academic Dishonesty )
   http://wagner.nyu.edu/students/policies/academic-code.php#sec-B1

9. YouTube Video by Bainbridge College (GA), (2:50)
   http://www.youtube.com/watch?v=2q0NIWcTq1Y


   Watch Refworks Preview youtube video (3:04) :
   http://www.youtube.com/watch?v=QcDdi6mUY&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, “Send to Citation manager”:

12. Chapter 3: Getting your bearings (what is this paper about?). In Greenhalgh, Trisha. (2010). How to
    https://getit.library.nyu.edu/go/6533967

    https://getit.library.nyu.edu/go/6533967

    Appendix 1.: Checklists for finding, appraising, and implementing evidence. In Greenhalgh, Trisha.
    Hoboken. https://getit.library.nyu.edu/go/6533967


    Epidemiology and Community Health, 57(7), 527. https://getit.library.nyu.edu/go/4093645

    https://getit.library.nyu.edu/go/4125158

    MODULE 3, Searching the Web

Supplementary Readings and Resources

LibGuides:

PubMed@ NYU: http://nyu.libguides.com/pubmed
Health Statistics: http://nyu.libguides.com/healthstatistics
Health Administration: http://nyu.libguides.com/healthadministration
Bibliographic and Footnote Style Guide http://nyu.libguides.com/citations


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


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Assignments, Spring 2013

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

1. Assignment #1, Due Feb 25

Develop an answerable research question addressing a health management issue.

• Your question must include a Problem (or Population or 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

• Please discuss with professor on your Blog and have approved BEFORE you start Assignment #2

2. Assignment #2, Due March 11 [20% of final grade]:

Search Strategy:
Use the research question from Assignment #1 to propose databases, (plus 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 and the methodology used in each study. (See related documents: Evidence Rating Scales and Search Template attached to course site)

3. Assignment #3: CAT/Student presentations [20% of final grade] April 29 and May 13

You may choose to present and submit Assignment 3/4 individually or in a group of 2-3 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 4) is a more formal and final summary of the search process and evidence retrieved.]

[More details/guidelines will be provided]

5. Assignment #4, CAT, Due: TBD [40% of final grade]

Based on the research question outlined in Assignment #3, 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. Forums, Discussions [20% of final grade] Students post to biweekly forums and should comment on at least one other student’s forum each week. Students should come to class prepared to discuss weekly readings and assignments and may be selected to review a selected Forum posting in class.

• The Forums tool on the course site leads you to the biweekly forums and due dates. There are 5 forums; please post & comment to at least 4 of them over the semester.

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• **Blogging**: the blogging tool is a space for conversation with the professor related to your search strategies and topic. Please use this space to have your research question approved before you move on to Assignment #2.

• Class discussions will be based on weekly readings and exercises. 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/academic-code.php#sec-B1](http://wagner.nyu.edu/students/policies/academic-code.php#sec-B1)

• If your paper includes evidence of plagiarism, whether intentional or inadvertent, it will not be accepted. At the discretion of the professor, you may be given the option to re-do the paper and receive the deduction of one full grade for the resubmission.