

PHCM9911

Health Informatics Principles

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Contributor/s

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Welcome

Welcome to Health Informatics Principles - PHCM9911.

This course is designed to introduce the fundamental principles of health informatics and to give an overview of the health informatics field. It will answer questions like: What is health informatics about? Why do we need to study it? What do we need to know to be able to make the conceptual leap and begin to see the systems of knowledge that are involved in the delivery of health care? The course will teach the way in which information technology can help us manage and use information to improve health and health care. Different management information systems will be introduced, it will be explained how do they work and what do they manage. We will also discuss about the growing evidence that by applying information and communication technologies we can solve health problems and improve health delivery.

The practical component of the course is designed around the idea: How will health informatics help us with our work and in our professional life? Through reading material and assignments you will acquire skills that will give you something concrete to take away from the course. Self-directed learning encourages you to take initiative in the course by suggesting topics from your practice to be used for the assignments. This way you will be able to assess your progress in it and maximally use the help offered by the course assistants.

After finishing this course we hope you will gain Informatics Competencies that are beyond computer literacy. You should understand the role played by data, information and knowledge in health care. You will also gain an understanding of the capabilities and limitations of information technologies.

I look forward to working with you in exploring the potential of information and communication technologies in improving health care.

Course staff

Course convenor

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Course information

Units of credit

This course is an elective course of the Master of Health Management Program, comprising 6 units of credit towards the total required for completion of the study program.

Pre-requisites

There are no specific pre-requisites for this course, however we expect a basic knowledge about working with computers and using the Internet. We supply at the end of this workbook additional background reading material that covers the assumed knowledge that is necessary to follow and understand the course.

Course aim



The aim of this course is to enable you to develop Informatics Competencies that are beyond computer literacy.

Course outcomes

The outcomes for this course are to enable you to gain:

- An understanding of the basic informatics principles.
- Knowledge on how to structure, record and model clinical data in a form appropriate for the clinical task, for communication with colleagues, or for communication with computer application developers.
- Essential information skills and ability to use information technology to access, assess, select and apply available information.
- Knowledge of some existing computerized systems in health care and how they improve health care delivery.
- An understanding of the advantages, capabilities and limitations of information technologies when applied to health.

Learning and teaching rationale

This course provides an introduction to the area of health informatics with a broad overview of the field. It covers the basic theoretical concepts needed to understand informatics principles starting with the notion of what one means by information, what constitutes a model, what defines a system. The building blocks allow participants to understand information and communication systems from first principles as well as to understand the different roles they play in health care. It gives an overview of the informatics skills required in the process of clinical decision making such as, data structuring, forming questions, searching for answers and communicating. The course introduces various forms of computer-based health information systems including electronic medical records, decision support systems and information retrieval systems. It covers issues as privacy, security and confidentiality.

This course is designed for individuals with various backgrounds, including those with medical, nursing, health science, computer science, or other backgrounds, who wish to become familiar with the basic informatics principles, information management and computer applications in health care.

The course is not intended to provide a rigorous theoretical orientation into the principles of informatics. We aim for student participation so we have structured the course to meet students' individual needs and provide exercises relevant to the challenges faced in practice. Accordingly, we have designed the practical part of the course in such a way as to draw on your experiences and to enrich our online interactions.

This course includes an online learning component delivered via the World Wide Web. *Please contact us immediately if you foresee any obstacles to your participating online. Additionally, as we progress through the course, we need to hear from you straight away if you are having any practical problems along the way.*

Teaching strategies

We have designed the course to have beside the theoretical also a strong practical component. You have the opportunity to apply the learned knowledge into solving practical problems that relate directly to your area of work. This includes work that will be part of your assessment for the course.

The course comprises the compulsory on-campus workshop, an online learning component using My eLearning Vista and the additional independent study of the course notes and the readings, which will help in the preparation of your assignments.

The work of this course has been divided into units. For each unit there is unit material and *Readings*. The background for the assignment work is a combination of both - the unit material and the reading articles. You should organize your study time so you can cover the materials to meet your needs within the timelines.

At the workshop we will have a discussion about the course content in general and we will discuss about particular topics. It will be expected from you to participate in the discussions.

After the workshop you will be expected to continue to contribute to a number of online activities using My eLearning Vista. The focus will be on sharing ideas and collaborating to discuss issues related to the group and individual assignments.

Online learning component



Thus course includes an online learning component delivered via the My eLearning Vista. Following the residential workshop we will interact regularly via the website for the remainder of Health Informatics Principles. The purpose of this is to provide you with the opportunity to interact with other students and the academic staff in order to exchange opinions and ideas, ask questions and add comments as you progress through the course. It is recommended to participate regularly in each online activity.

Through the online learning component you can clarify anything not covered in the workshop as well as explore the reading material included in the course guide. It will also allow you easy access to web-based resources that may be helpful to you during your study and when preparing your assignments.

In general, the online component will:

- Give you the opportunity to collaborate, share ideas and exchange information;
- Provide you the opportunity to give and receive feedback on your work so far; and
- Allow you to maintain the sense of community established at the workshop.

Please note: if you do not have access to the Web then you must negotiate alternative arrangements with us.

Guidance for using My eLearning Vista

The School runs a My eLearning Vista tutorial during residential week at the start of each semester. If you are unable to attend this tutorial, guidance for using My eLearning Vista, including some basic tips, can be found at: <http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/OnlineLearning>

You need to scroll down to find these documents, which are pdf files. If you are still experiencing difficulties with My eLearning Vista, please contact Karsten Sommer (k.sommer@unsw.edu.au) or the UNSW IT Service Desk for assistance.

Group work in My eLearning Vista

So as to make the discussion area of My eLearning Vista manageable, we ask you always navigate to your group workspace via the activity icon as this will always ensure that your contributions are posted in the correct discussion “thread”.

Assessment

Details of assessment requirements

There will be three assignments in this course, which will contribute toward the final mark. In the following text, only short examples of the type of the assignments are provided. The actual assignments are equipped with more explanation and more detailed instructions.

Assignment 1: Information systems

Task description:

The aim of the first assignment is to become familiar with the information technology at your work place and to learn to model information systems. The assignment has two components.

- 1) Describe the information systems used in your work place, including hardware and software.
- 2) Model one information system used in your work place.

For this assignment you will be working in groups with 2 to 3 members. You will use modelling language to describe the model. Working in groups will help you to design models that each member of the group will understand.

Reporting:

- a) Each student should write a report about his part.
- b) Each group will prepare a PowerPoint presentation about their work.

The results of the Assignment 1 will be shared with other members of the class. All group presentations will be posted so that other groups will be able to access them.

Assignment 2: Searching and search engines

Task description

The second assignment is about searching, finding information and evaluating the results from the search session.

You will find more about:

- Pubmed
<http://www.ncbi.nlm.nih.gov/entrez/query.fcgi>
- Cochrane
<http://www.cochrane.org/>
- Healthinsite
<http://www.healthinsite.gov.au/>
- QuicClinical – use the information provided during the residential week workshop.

You will use two of the above listed Meta search engines and compare the results with Google search for a given list of tasks.

Answer format:

- Give both the queries and a list of titles returned for each query.
- Do your best to estimate the recall and precision for each query, showing what numbers you have chosen and why you have chosen them.
- Comment on the Meta search engines that you used: why did you choose them, how easy was it to work with them. Give your opinion about the way you would like a “good” Meta search engine to behave.

Assignment 3:

Security and confidentiality and the future of Health care and Health informatics

Task description

The task of the third assignment is to analyse papers from the reading material and to report about information that is contained in the papers. The selected papers address important Health Informatics issues that are part of the course content. The assignment has two parts: an individual report for the first task and a group report for the second task.

I. The individual task:

Report on paper 4.1 from the reading material: Thomas C. Rindfleisch, "Confidentiality, Information Technology, and Health Care". It is desirable to include additional material that broadens the view of the issues discussed.

II. The group task:

Analyse the content of paper 1.4 from the reading material: Institute of Medicine, "Crossing the Quality Chasm: A New Health System for the 21st Century".

Give your opinion of the suggested improvements and rules for system redesign. Give your view of the future of Health Care system and the role that Health informatics will play in it. Include your view on the topics related to security and confidentiality.

Assignment Assessment criteria

The assessment of the assignments will be based on the following points:

1. The intellectual coherence of the work
 - There is a logical flow of ideas
 - Conclusions are supported by evidence and argument.
2. The intelligibility of the presentations
 - Presentation is clear and concise
 - Accurate referencing.
3. Reflection on own experience and growth in understanding
 - Evidence of critical reflection on own experience
 - Evidence of the ability to use literature and an adequate knowledge base in order to develop a personal framework about 'good' learning.

Course Assessment criteria

There is no examination in this course. The assessment will be based on the *assignments*, an open book *on-line quiz* and workshop *participation*.

Each assignment is valued 25%	$3 \times 25\% = 75\%$
On-line quiz	= 20%
Workshop participation	= 5%

Grading and marking

Results and final grades

Grades to be used are represented by the following symbols (and corresponding range of marks):

HD (85%-100%), DN (75%-84%), CR (65%-74%), PS (50%-64%), FL (<50%)

- HD This grade represents a High Distinction. This level of performance involves all of the characteristics of a DN performance but also a level of excellence that makes it outstanding. The level of originality, creativity, or depth of thought and understanding shown would be higher than normally expected for postgraduate students. It demonstrates a higher order of critical thinking and reflection than that demonstrated at the level of DN.
- DN This grade represents a Distinction. This level of performance involves all of the characteristics of a CR performance but also a level of originality, creativity, or depth of thought and understanding. The work might involve a high level of abstract thinking, or the ability to take an idea or an application into a new context, understand the demands of that context and make modifications. Specific assessment criteria relevant to this assignment are adequately addressed and ALL aspects well done. (This distinguishes it from a CR in which one or two aspects may be incomplete or otherwise not well done.)
- CR This grade represents a Credit. The assignment or project comes together to make a broadly coherent whole. The response answers the question, makes a good argument, draws on appropriate evidence, and shows some selectivity and judgment in deciding what is important and what is not. Communication is clear and effective. Specific assessment criteria relevant to this assignment are adequately addressed. (One or two aspects may not be well done but the overall result is still MORE THAN satisfactory).
- PS This grade represents a pass. The student has demonstrated understanding of the basic aspects of the topic, but they may be minimally integrated and fail to make a convincing coherent statement or argument. Written work may be descriptive rather than analytical. It may rely too much on retelling other sources such as texts and lecture notes, with little evidence that the student is capable of transforming these into a personal understanding. Significant elements of the assignment are treated superficially. Assessment criteria

relevant to the assignment are sufficiently addressed to warrant a PS however the overall standard is no more than satisfactory.

- FL This grade represents a clear fail. This grade is used when the student has misunderstood the point of the assignment, or failed to address the most important aspects of the topic. In other words a substantial failure, which would need major work before it could be passed.

NOTE: Students are expected to meet UNSW standards of academic writing and in particular must meet standards of referencing described by the Learning Centre. Failure to reference correctly may limit marks to PS or below. Plagiarism or collusion will result in an automatic FL.

Submitting your assignments

All assignments should be submitted via My eLearning Vista.

1. All assignments must have a cover sheet attached.
Cover sheets can be downloaded from the school website:
<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/AdminForms>
Students submitting assignments in My eLearning Vista should use the cover sheet available in My eLearning Vista.
2. Internal Students:
All assignments for internal students are to be handed directly to the lecturer in class with assignment cover sheet attached. If, for some reason, a student cannot submit in class, assignments can be put in assignment box outside Postgraduate Coursework Office on Level 2, Samuels Building.

External Students:

Electronic submission: Students submitting assignments electronically (only by arrangement with lecturer), either via email or My eLearning Vista must ensure that the electronic assignment coversheet is attached. Student name, course code, date and assignment title should be included in the header or footer on every page, and in the file name.

For courses in which electronic submission is not available, assignments should be posted to Postgraduate Coursework Office with assignment cover sheet attached. These assignments will be receipted (stamped due date) and distributed to the relevant course convenor for marking.

The postal address is:

Postgraduate Coursework Office
School of Public Health and Community Medicine
2nd Floor Samuels Building
The University of New South Wales
UNSW Sydney NSW 2052

3. See School website for more information on guidelines on assessment, including information on extensions and late assignments:
<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/assessmentguidelines>
4. Please note: Any assignment submitted electronically may be checked at random for plagiarism using the tool, Turnitin. For more on how to avoid plagiarism, see section on plagiarism.

Return of assignments

Marked assignments submitted electronically to be sent back electronically. Marked assignments for external students who have NOT submitted their assignment electronically will need to check with the course convenor.

Feedback on assessment

A written feedback for each assignment will be provided electronically. The students will have an opportunity to comment and discuss the feedback with the lecture and the tutor.

Academic honesty and plagiarism

At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. The following notes describe what plagiarism is. You need to ensure you understand what it is so you avoid it in any of your assignments or other work. You will find more information on plagiarism and the consequences of plagiarising in the Student handbook:
<http://www.lc.unsw.edu.au/plagiarism/link.html>

What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and

- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via: www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

Collusion

The School recognises and encourages the need of external students to have contact with each other and where possible collaborate in their studies. However, there have been instances where students have copied each other's material and submitted it as their own. Lecturers, despite their heavy workload, are alert to this practice. It is emphasised that where collusion can be shown, the students involved may be required to rewrite and re-submit their assignments or may be awarded a fail for the assignment or may be failed in the whole course and even be excluded from the University for misconduct. You should not attempt the assignment questions together and submit the same work as someone else. It is also not acceptable to submit an assignment which has been submitted by a student in a previous year.

Referencing

It is your responsibility to learn one of the accepted academic methods for acknowledging sources of information (citing references) and then to use this method consistently. Guidelines for acknowledging sources of information can be found on the following web sites:

<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/AssessmentGuidelines>

The Learning Centre

<http://www.lc.unsw.edu.au/olib.html#Referencing>

UNSW Library

<http://info.library.unsw.edu.au/skills/howto/referencing/lrefbfm.html>

The library has also developed a great resource for students in the form of an online tutorial. It aims to consolidate the information covered in the library workshops and provides the opportunity for you to learn more about searching for information to support assignments and self-directed learning see:

<http://www.library.unsw.edu.au/~biomed/medtutorial/index.htm>

Some additional instructions

Read the assignment requirements carefully. Make a list of the requirements and note after each one the items you should investigate and develop in order to cover them fully.

Start with the course textbooks and Readings. As you read articles or other material before doing the assignment, make sure you analyze the work that you read and determine its meaning. **If you don't do this analysis, you may find your work on the assignment is not up to standard because you are referring to parts of other authors' work, which you have not understood.**

When you make an analysis of information for the assignment, make sure you are able to support your analysis with examples that show you understand what you are saying.

Prepare a draft of the assignment. Make sure you format it according to the required style. Then check it to see if you have covered all the topics required and also conformed to the required number of words.

Go through the assignment several times, redrafting as you go. When you are satisfied, produce the final version.

How to adopt a critical approach to your assignments

It is important that you adopt critical approach to your assignments, to the material that you obtain for assignments, to the required readings, and to other information with which you are presented in this course. You need to think about and evaluate the material which you are reading and, which you are presenting in assignments. It is expected to form and express your own opinion based on the provided material and on the individually found supporting evidence.

Readings and resources

Learning resources for this course consist of the following:

1. One day residential
2. These course notes with readings
3. An online learning component
4. The text from the suggested chapters from the course textbook
5. Suggested further readings

Readings – Text Books

Learning resources for this course consist of the following textbooks:

Course Text Book

1. E. Coiera, Guide to Health Informatics, (Second Edition) Arnold Publishers; December, 2003, ISBN 0-340-76425-2

Supporting Text Books

1. T. Shortliffe et al, Medical Informatics - Computer applications in health care and Biomedicine, Springer-Verlag, 2001.
2. P. Degoulet and M . Fieschi, Introduction to Clinical Informatics, Springer-Verlag, 1997
3. J.H. van Bommel and M.A. Musen, Handbook of Medical Informatics, Springer-Verlag, 1998
4. W. Hersh, Information Retrieval: A Health and Biomedical Perspective (Second Edition), Springer-Verlag, 2003

Suggested further readings

Section 1 – Basic concepts in informatics

- 1.1 William R. Hersh, MD, Medical Informatics Improving Health Care Through Information, American Medical Association. JAMA, October 23/30, 2002 – Vol 288, No.16
- 1.2 Edward H. Shortliffe, Professionalism in Medical Informatics, Methods of Information in Medicine 1996
- 1.3 To Err Is Human Building a Safer Health System, Editors Linda T. Kohn, Janet M. Corrigan, and Molla S. Donaldson, Committee on Quality of Health Care in America, Institute of Medicine, National Academy Press Washington, D.C. 1999
- 1.4 Institute Of Medicine, Shaping the Future for Health, Crossing the Quality Chasm: A new health system for the 21st century, March, 2001

Section 2 – Informatics skills

- 2.1 J. Parker and E. Coiera, Improving Clinical Communication: A View from Psychology, Journal of American Medical Informatics Association 7 (2000) 453:461. <http://citeseer.ist.psu.edu/657343.html>
- 2.2 How to Develop Your Decision-Making Skills form: Dr. Mahalingam, Good Decision Makers are Successful People, College of Engineering and Technology, March 28, 2004. <http://www.hooah4health.com/spirit/decisions.htm#>
- 2.3 R Brian Haynes, P J Devereaux, Gordon H Guyatt, Physicians' and patients' choices in evidence based practice, Evidence does not make decisions, people do, *BMJ* 2002;324:1350 (8 June) www.bmj.com/cgi/content/full/324/7350/1350

Section 3 – Systems in healthcare

- 3.1 Susan Rehm, MBA, and Susan Kraft, MD, Electronic Medical Records: The FPM Vendor Survey, Family Practice Management, January 2001
- 3.2 Yuval Shahr M.D., Ph.D., Automated Support to Clinical Guidelines and Care Plans: The Intention-Oriented View, Medical Informatics Research

Center, Department of Information Systems Engineering, Ben Gurion University, Beer Sheva, Israel 84105

- 3.3 Shiffman ET AL., Computer-based Guideline Implementation Systems: A Systematic Review of Functionality and Effectiveness, JAMIA, 1999; 6:104-114
- 3.4 Campbell ET AL., Evaluation of Clinical Coding Schemes, Phase II Evaluation of Clinical Coding Schemes: Completeness, Taxonomy, Mapping, Definitions, and Clarity, JAMIA, 1997; 4:238-251
- 3.5 William R Hersh, Mark Helfand, James Wallace, Dale Kraemer, Patricia Patterson, Susan Shapiro and Merwyn Greenlick, Clinical outcomes resulting from telemedicine interventions: a systematic review, BMC Medical Informatics and Decision Making 2001, 1:5
- 3.6 Gunther Eysenbach, Christian Kohler, How do consumers search for and appraise health information on the world wide web? Qualitative study using focus groups, usability tests, and in-depth interviews, BMJ Volume 324, 9 March 2002
- 3.7 Judith Lamont, Decision support systems prove vital to healthcare, KMWorld.com, Feb 1, 2007
<http://www.kmworld.com/Articles/PrintArticle.aspx?ArticleID=19133>

Section 4 – Standards, ethics and the future of health informatics

- 4.1 Thomas C. Rindfleisch, Confidentiality, Information Technology, and Health Care, Center for Advanced Medical Informatics Section on Medical Informatics, School of Medicine, Stanford University
- 4.2 Nicholas Carriero and David Gelernter, A Computational Model of Everything, Communications of the ACM, November 2001/Vol. 44, No.11
- 4.3 J. Fenn, Ten Technologies 2002 to 2007, Technology T-15-0205, Gartner Research, 21 December, 2001

Continual course improvement

Periodically student evaluative feedback on both courses and teaching is gathered. The UNSW's Course and Teaching Evaluation and Improvement (CATEI) Processes are used along with student focus groups, student forums, and at times additional evaluation and improvement instruments developed in consultation with the Faculty of Medicine's Program Evaluation and

Improvement Group. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

Evaluation activities across the Faculty are strongly linked to improvements and ensuring support for learning and teaching activities for both students and staff.

In order to improve this course I will ask you for your views about the workshop and your reflections about participating in the online environment. I will also ask you to complete the CATEI form on-line at the end of the course.

In the light of feedback received from students, I have adjusted the time for you to complete the set online activities and have modified and improved the online content.

Additional support to students

IT requirements for UNSW students

Our courses have online components which have been developed and are taught on the assumption that all students meet the UNSW IT Requirements Policy. Viewable online at:

http://www.its.unsw.edu.au/policies/policies_home.html

UNSW IT Service Desk (My eLearning Vista support)

The IT Service Desk is your central point of contact for assistance and support with My eLearning Vista, UDUS, UniMail, UniPass and UniWide. Contact them directly for assistance with IT related matters, including My eLearning Vista:

Website: <http://www.disconnect.unsw.edu.au/>

Tel: +61 (2) 9385 1333

Email: servicedesk@unsw.edu.au

Location: UNSW Library level 2

UNSW library support

Staff at the library can help you:

- find information resources for your assignments
- access electronic resources & databases
- advise you on library and information services.

Information about UNSW library assistance is available at:

Library Homepage: <http://info.library.unsw.edu.au/Welcome.html>
Postgraduate Services: <http://info.library.unsw.edu.au/web/services/postgraduates.html>
Tel: 02 9385 2650
Email: libraryinfo@unsw.edu.au
Location: UNSW Library, Level 2 Service desk

Library resources

The ELISE postgraduate tutorial

This tutorial will help equip you with the information skills you will need to get started in your postgraduate program. The five modules will step you through the fundamental processes of research and information seeking, they cover; selecting and searching, finding and using and critically evaluating all sources of information.

Entering coursework students should complete the ELISE quiz in Vista.

<http://pgelise.library.unsw.edu.au/>

Online Information Skills Tutorial

Is a task-based approach to the information literacy and the skills you need to be effective. It contains modules on searching databases (which include videos and screen captures), evaluating different types of resources like peer-reviewed journals and websites and citing references.

<http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm>

Subject guides

Use these guides as a quick and easy pathway to locating resources in your subject area. These excellent guides bring together the core web and print resources in one place and provide a one click portal into the online resources.

<http://info.library.unsw.edu.au/web/guides/guides.html>

How to use guides

Essential guides to show you how to use the library's fundamental search tools: Sirius (the gateway to all of our electronic resources), the catalogue (LRD) and the databases. Easy to use, they will step you through the mechanics of "How" via video, screen captures and text.

<http://info.library.unsw.edu.au/skills/howto/howto.html>

Database Help sheets

"Cheat-sheets" to enable you to learn how to search the databases more effectively, these provide tips and tricks on searching individual databases.

<http://info.library.unsw.edu.au/skills/helpsheets.html>

Virtual Library: Public Health

The Virtual Public Health Library brings together public health sites and resources from around the world in a systematic and easily accessible way for all those wishing to be

in touch with the most relevant and meaningful public health resources – see <http://vph.sphcm.med.unsw.edu.au/>

Learning Centre

The Learning Centre provides a wide range of workshops and study skill resources to students enrolled in degree programs at the University. Students can access information on: Essay and assignment writing, Exam skills, Reading and writing skills, Referencing and plagiarism, Organisation skills, Oral presentations. See: <http://www.lc.unsw.edu.au>

Administrative matters

All administrative matters are covered comprehensively on the SPHCM Website. Check for details on how to access email, obtain your UniPass etc. at: <http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/StudentResources>

See the school website for information on school assessment guidelines, including extensions and late assignments: <http://www.sphcm.med.unsw.edu.au/SPHCMWeb.nsf/page/AssessmentGuidelines>

If you do not have a handbook you can pick one up from the Postgraduate Coursework Office, Level 2 Samuels Building or download it from the web. <http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/StudentResources>

For any further assistance, you can contact:

Postgraduate Office
School of Public Health and Community Medicine
The University of New South Wales
Level 2, Samuels Building
UNSW Sydney NSW 2052, Australia

T: + 61 (2) 9385 1699 - Graduate Health Management Programs
T: + 61 (2) 9385 2507 - Graduate Public Health Programs
T: + 61 (2) 9385 1928 - Graduate Clinical Education Programs

F: + 61 (2) 9385 1526
E: postgrad-sphcm@unsw.edu.au

Other matters

Occupational Health & Safety: <https://my.unsw.edu.au/student/atoz/OccupationalHealth.html>

Grievance procedures: <https://my.unsw.edu.au/student/atoz/GrievanceProcedures.html>

Equity & Diversity: <https://my.unsw.edu.au/student/atoz/EquityDiversity.html>

Course schedule

Date	Topic/Section	Activity	Assessment
Week 1 (28 July 08)	Section 1		
Week 2 (4 August 08)	Section 1		
Week 3 (11 August 08)	Section 2	Quiz 1	Assignment 1
Week 4 (18 August 08)	Section 2		
Week 5 (25 August 08)	Section 3	Quiz 2	
Week 6 (1 September 08)	Section 3		Assignment 2
Week 7 (8 September 08)	Section 3		
Week 8 (15 September 08)	Section 3	Quiz 3	
Week 9 (22 September 08)	Section 4		Assignment 3
SEMESTER BREAK: 29 September – 6 October			
Week 10 (7 October 08)	Section 4		
Week 11 (13 October 08)	Section 4	Quiz 4	
Week 12 (20 October 08)	Final Quiz Course evaluation		