INTER AMERICAN UNIVERSITY OF PUERTO RICO
SCHOOL OF OPTOMETRY
CENTER FOR ACCESS TO INFORMATION (CAI)
500 John Will Harris Avenue, Bayamón, PR 00956
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http://www.optonet.inter.edu/cai

General Information

Course Title	:	Information Literacy Skills Workshop
Code	:	OPTO 6025W
Credits	:	0
Term	:	Fall 2013-2014
Facilitator	:	Rosa M. Torres Medina, BA Ed., 1st year student~MS in Science Technology of Information Services
Office Phone	:	(787) 413-0573
E-mail	:	rtorres@inter.edu
Prerequisite	:	None
Lecture	:	At your own pace: Sunday - Saturday from 1am to 12pm
Office Hours	:	Tuesday - Thursday from 6pm to 10pm

Course Description

This workshop aims to foster the School of Optometry Center for Access to Information (CAI) in its aspiration to assist its students become active participants in their life-long-learning of Information Literacy Skills (ILS). This workshop will also complement the objectives of courses that require students to be able to use ILS to find, retrieve, analyze and use information effectively and efficiently within the Optometry research frame.

Course Objectives

Essential Questions

a. What ILS are the necessary for students to determine the nature and extend of the information needed?
b. Why it is important to develop ILS to overcome knowledge gaps about finding and using information available at the School of Optometry CAI?
c. How ILS does affect the information and its sources evaluation and incorporation into the students' knowledge base and value system?
d. Why ILS it is important to apply new and prior information to the planning and creation of a particular project or professional application?
e. How ILS helps the students understand many of the economic, legal and social issues surrounding the accesses and uses of information ethically and legally.

Enduring Understanding

a. ILS essentials help students to identify a variety of types and formats of potential sources for information through a process of self-discovery.
b. ILS valuables help students construct and implement designed search strategies using a variety of methods to extract, to record and to manage sources effectively and efficiently.
c. ILS activities help students to synthetize main ideas to be able to construct new concepts.
d. ILS affects new and prior knowledge to determine the value added, contraindications, or other unique characteristics of the information.

e. ILS and technological applications enhance the creative process of a particular project or professional practice.

Key Knowledge

a. Why it is important to hold in class discussions, peer workgroups and electronic discussions to identify a research topic, or other needed information?
b. Why it is important to know information formally and informally produced, organized and disseminated and to recognize how it influences the way information is accessed?
c. Why it is important that students evaluate information and its sources to determine whether the initial query should be revised?
d. Why it is important that students individually or as member of a group communicate effectively the plan or creation a particular project or professional application?
e. Why it is important that students acknowledge the use of information sources in an appropriate documentation style and follows laws, regulations, institutional policies, and etiquette for copyrighted material.

Key Learning

a. Define and articulate of the need for information.
b. Accesses the needed information effectively and efficiently.
c. Evaluate information and its sources critically and incorporates selected information into his/her knowledge base and value system.
d. Individually or as a member of a group use information effectively to accomplish a specific purpose.
e. Understand many of the economic, legal and social issues surrounding the use of information and access and use of information ethically and legally.

Key Results

1. Demonstrate active participation in the classroom learning community by initiating discussion, presenting own ideas, and responding to questions.
2. Learn the vocabulary of ILS and apply it appropriately by defining terms, and using it to find, retrieve, analyze and use information within the Optometry education frame.
3. Demonstrate ability to use information resources by doing library, internet, and field research for written and creative proposals.

Required Text & References

Required Text

1. Glasser, Stephen P., ed. *Essentials of Clinical Research*. Springer, 2008.

References

1. Alfaro-LeFevre, Rosalinda. *Critical Thinking, Clinical reasoning and clinical judgement: a practical approach*. 5th ed. St. Louis: Elsevier, 2013. 15 Aug 2013.
2. Browner, Warren S. *Publishing and Presenting Clinical Research*. 2nd. Philadelphia : Lippincott Williams & Wilkins, 2006.
3. Friedman, Neil J., Kaiser, peter K. *the Massacusetts Eye and Ear Infirmary: Illustrated Manual of Ophthalmolgy*. 3rd. China: Saunders/Elsevier, 2009.
4. Gerstenblith, Adam T., Rabinowits, Michael P., ed. *The Wills Eye Manual: Office and Emergency room diagnosis and Treatment of Eye Disease*. 6th. China: Wolter Kluwer/Lippincott Williams & Williams, 2012.

5. Goodman, Neville W. and Martin B. Edwards. *Medical Writing: A Prescription for Clarity*. 3rd. New York: Cambridge University Press, 2006.
6. Hickson, Mary. *Research Handbook for health care professionals*. Oxford: Blackwell Publishing, 2008.
7. Kanski, Jack J., Bowling, Brad. *Clinical Ophthalmology: A Systematic Approach*. 7th. China: Elsevier, 2011. 9 Aug 2012.
8. Ogden, Thomas E., Israel A. Godberg. *Research Proposals: A Guide to success*. 2nd ed. New York: Raven Press, 1995. 28 Oct 2013.
9. Portney, Leslie G. , Mary P. Watkins. *Foundations of Clinical Research: Applications to Practice*. 3rd. Upper Saddle River: Pearson Prentice Hall, 2009.
10. Spalton, David, Holder, Graham, Morley, Susana, ed. *Atlas of Clinical Ophthalmology*. 3rd. Spain: Elsevier/Mosby, 2005.
11. Stuart, Mark C., ed. *The Complete Guide to Medical Writing*. 2nd e. Grayslake: PhP Pharmaceutical Press, 2007. 2013.
12. The Medical Library Association. *Encyclopedic Guide to Searching and Finding Health Information on the Web*. Ed. P.F and Nancy J. Allee Anderson. Vol. 1. New York: Neal-Schuman Publishers, Inc., 2004. 3 vols. Printed. October 2013.
13. Yanoff, Myron, Md, Duker, Jay S., Md. *Ophthalmology*. 3rd. China: Mosby/Elsevier, 2009.

Course Format

Distance or Online class will consist of slide lectures, applied practice to selected research subject and participation in a forum discussion. Each module will require forum session consisting of a couple of minutes of free writing on a topic related to the course (not graded on content).

Course Requirements

Research Proposal: students must submit an individual or collaborative project proposal that includes publishable quality and creativity to be an original experimental article, extensive literature review or case report

Rules and Regulations

Plagiarism, lack of honesty, fraud, manipulation or falsification of data and any other inappropriate behaviour related to the academic labor are against the institution principles and norms are subject to disciplinary sanctions, as established in Chapter V, Article 1, Section B.2 of the Students Rules and Regulations. For additional Information refer to: http://www.inter.edu/files/ReglamentoGeneralEstudiantes v9junio2005_2.pdf

If by the **ADA law** you require special assistance or other help, **you** need to **inform us** as soon as you receive this notification (**today**) or as soon as you know you need it. This requires you are registered at the Student and Academic Affairs department as a recipient of such benefits.

Bibliography

1. Association of College and Research Libraries. Information for Literacy Competency Standards for Higher Education. Retrieved from: http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/standards.pdf
2. Association of Vision Science libraries. Guidelines for Academic Visual Science libraries. Retrieved from: http://avsl.org
3. middle states association standards for accreditation. Retrieved from http://www.msche.org/publications/CHX06060320124919.pdf

Disclaimer Statement

This course is intended to prepare students in the knowledge of Information Literacy Skills, and attributes needed throughout their life-long Optometry education. Will help students prepare but nothing in this course, including lectures and discussions, coursework, study guides, teaching notes, electronically posted information, or other materials, should be believed or understood to guarantee the final academic outcome of students.

Student Signature: _____   Date: _____