

Georgia Southern University

Digital Commons@Georgia Southern

Georgia International Conference on
Information Literacy

Oct 1st, 10:15 AM - 11:45 AM

Preventing Depression: Using Conflict-of-Interest in Evidence-Based Medicine to Teach Information Literacy

Jonathan Leo
Lincoln Memorial University

Philip Smith
Lincoln Memorial University

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/gaintlit>



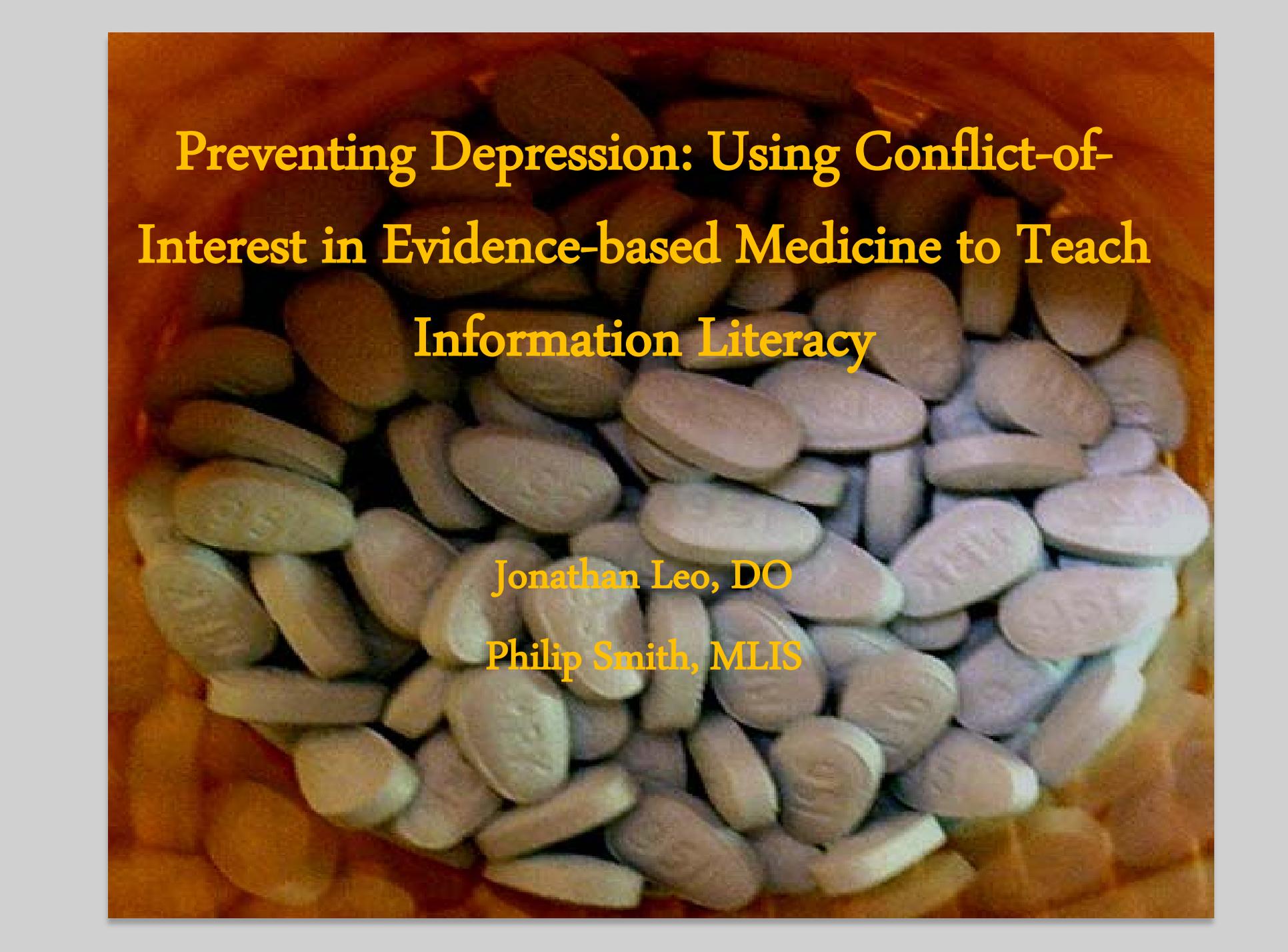
Part of the [Curriculum and Instruction Commons](#), and the [Information Literacy Commons](#)

Recommended Citation

Leo, Jonathan and Smith, Philip, "Preventing Depression: Using Conflict-of-Interest in Evidence-Based Medicine to Teach Information Literacy" (2010). *Georgia International Conference on Information Literacy*. 17.

<https://digitalcommons.georgiasouthern.edu/gaintlit/2010/2010/17>

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in Georgia International Conference on Information Literacy by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

A large pile of white, oval-shaped pills is shown in a wooden bowl. The pills are scattered across the bowl, with some showing faint markings. The background is a warm, reddish-brown color, likely the wood of the bowl.

Preventing Depression: Using Conflict-of-Interest in Evidence-based Medicine to Teach Information Literacy

Jonathan Leo, DO

Philip Smith, MLIS

Situating Information Literacy

Van Hillard:

“literate practices shape and are shaped by social, cultural, political and economic forces such that literacy events—a particular search for information, a specific occasion for composing an argument... —are understood as context-specific within the universe of social activities of knowledge production and reproduction.” (*Teaching Literary Research*)

Autonomous and Situated



Concepts

- Information Cycle
- Popular and Scholarly Sources
- Primary and Secondary Sources
- Basic Searching Skills
- Evaluation Skills
- Information Ethics/Intellectual Freedom/Freedom of Speech

Discussions Questions

1. Which sources are more popular, which more scholarly? What is the primary source document?
2. What are some of the details in the original article that didn't make it into the popular press articles?
3. Do a basic internet search on the author who had the financial conflict of interest. Give me the URL of the incriminating site.

Discussion Questions

continued

4. Search the open web for another article, blog, or other commentary about this episode (there are lots out there). Summarize it in a one or two sentences, tell me where you searched, and what search terms you used.
5. Get into a relevant library database and find another article about post-stroke depression or the drug escitalopram. Summarize it, say how it may relate to this episode, cite it, tell me how you found it, where you searched, and what search terms you used.
6. Briefly summarize this episode. Sketch out the information cycle for it. Who are the main players, why is this such a big deal?

Sources

Teaching information literacy research, chapter 1: Information literacy as situated literacy [Web log]. (2009). Retrieved from <http://www.acrl.ala.org/lesblog/?p=70>