

# Health Justice Education in the Time of Coronavirus (COVID-19): A Curriculum Review and Recommendations

Emily Vardell<sup>a</sup>, Deborah H. Charbonneau<sup>b</sup>

<sup>a</sup>Emporia State University, Emporia, Kansas, United States of America

<sup>b</sup>Wayne State University, Detroit, Michigan, United States of America

[evardell@emporia.edu](mailto:evardell@emporia.edu), [dcharbon@wayne.edu](mailto:dcharbon@wayne.edu)

## ABSTRACT

Phase one of this study (Vardell & Charbonneau, 2020) sought to investigate the intersections of health and social justice in library and information science (LIS) curriculum. Course offerings from 60 ALA-Accredited LIS programs were extracted and comprised the study sample. Using a thematic content analysis, a total of 220 course descriptions were analyzed to assess the inclusion of health justice topics. Of the 220 courses identified using the health justice search terms, only eight LIS course descriptions closely integrated health and social justice issues. This poster will present four overarching thematic LIS course areas identified from the 212 courses that were not explicitly health justice related but nonetheless presented potential health justice connections: 1) multicultural and diverse populations, 2) health sciences information, 3) literacy concerns, and 4) social justice and libraries. These four thematic areas present conceptual pathways with the potential to further incorporate health justice aspects in LIS coursework. In phase two of the study, the focus of this work has expanded to include health justice issues emerging during the COVID-19 public health crisis. Examples of how LIS educators can make stronger connections in their courses between health justice issues during public health crises, such as the COVID-19 pandemic, will be provided. Additionally, the presenters are seeking feedback and examples from LIS educators to help shape the future of this work and timely line of inquiry. Overall, this research initiative helps to map the curricula and contributes the LIS educator viewpoint for advancing health justice conversations.

## ALISE RESEARCH TAXONOMY TOPICS

curriculum; education; education programs/schools; social justice; students; teaching faculty

## AUTHOR KEYWORDS

content analysis; curriculum review; health justice; LIS curriculum; LIS education; social justice

## REFERENCES

- Vardell, E., & Charbonneau, D. H. (2020). Applying a health justice framework to examine health and social justice in LIS course offerings. In B. St. Jean, G. Jindal, Y. Liao, & P. T. Jaeger (Eds.), *Roles and Responsibilities of Libraries in Increasing Consumer Health Literacy and Reducing Health Disparities (Advances in Librarianship, Volume 47)*. London: Emerald Publishing Limited. (in press)