## Index to Volume 66

## JUSTINE CARSON

Page references in **boldface** indicate major treatment of a topic. Locator followed by t, f, or n, indicates tables, figures or notes.

Α Akamavic, R., 125 ALA (American Library Association) AbayaSee Religiously symbolic clothing core competencies, 20 Absar, Rafa, 535-567 Every Child Ready to Read The Absent Body (1990), 273 program, 425 librarians as first responders, 95 Absorption (mental), 491–497 Libraries Respond program, 98 Academic information management, Libraries Transform program, 76 - 77Academy of Nutrition and Dietetics (AND), 54, 61 marketing and advocacy, 81 Accardi, M.T., 189 ALA (American Library Association). Office for Diversity, Literacy, and Accreditation Council for Graduate Outreach Services, 169 Medical Education (ACGME), 6 ACGME (Accreditation Council for ALA's Core Competencies of Librarianship (ALA), 20 Graduate Medical Education), 6 ALISE (Association of Library and Activism, 158-160 Information Science Education), ADA (American Dietetic Association), 15 - 1654 Alkire, S., 129 Advocacy Allard, LaDonna Brave Bull, 157–158 See Marketing and advocacy Ambrose, S.A., 3, 7 Affordances, 254-255, 418-419 American Dietetic Association (ADA), African-Americans See People of color American Indians Agamben, Giorgio, 396 Ahmed, Sara, 498 See Native Americans AIDS information American Library Association (ALA) core competencies, 20 body as information source, 454-455 Every Child Ready to Read music as source of, 457–458 program, 425 serodiscordant couples, 442–465

LIBRARY TRENDS, Vol. 66, No. 4, pp. 595–616 (Index covers 66:1-4) © 2018 The Board of Trustees, University of Illinois

American Library Association (ALA)	Banks, James, 187
(continued)	Barrett, Margaret, 511–512, 524,
librarians as first responders, 95	526-527
Libraries Respond program, 98	Barsalou, Lawrence, 246–257
Libraries Transform program,	Barzilai, A., 9
76–77	Bataille, Georges, 592, 593
marketing and advocacy, 81	"The Big Toe," 396–397
American Library Association (ALA).	cultural perspective, 406
Office for Diversity, Literacy, and	epistemology of documents, <b>395</b> –
Outreach Services, 169	408
AND (Academy of Nutrition and	use of photographs, 397–398
Dietetics), 54, 61	Bates, Marcia, J.
Anecdotes	concepts for embodied
in CPR training, 321–323	information, <b>239–266</b>
information constellation analysis,	environmental information, 411
346 <i>t</i> –348 <i>t</i>	fundamental forms for information
of ultrarunning, 341, 342, 343f	study, 333–334, 344–345
See also Storytelling	information as patterns of
Angelopulo, G., 127–128	organization, 355
Anthony, Carolyn A., 67	information behavior, 471
Antiretroviral therapy (ART), 454–455	information behavior models, 490
Apple, Michael, 178–179, 183, 184	information expression through
Argyris, Chris, 74	non-written sources, 365
Aristotle, 143	nonexosomatic information, 444
Ashby, W.R., 251	theoretical work, 330
Asongu, A.S., 125	Baylor, Tim, 161–163
Asset-based pedagogy, 176–218	Behavioral Research Ethics Board, 54
information literacy, 192–194,	Being There: Putting Brain, Body and
210–211	World Together Again (1997), 258
informed learning and, 191–192	Belkin, N., 416
methods and theories, 187–191	Benyon, David, 536
student interactions in information	Bereczkya, M.B., 124
literacy classes, 206–207	Bergman, Ofer, 519, 522, 523–524
students of color, $209t$	Bergson, Henri, 490–491, 499
See also Pedagogy	Bertot, J.C., 83–84
Association of Library and Information	Betancourt, J.R., 53
Science Education (ALISE),	Better Beginnings, 425
15–16	Bibliothèque Nationale, 402
At a Tipping Point: Education, Learning	Big toe
and Libraries, 80	brain development and, 592–593
Audio-visual recorders, 524–525	differentiator of humans, 404–405
Auletta, Gennaro, 248	"The Big Toe" (Bataille, Georges),
Autoethnography, 192–194	396–397, 404–405
Automated Traffic Surveillance and	Billett, S., 2, 5
Control System (Los Angeles,	Biopolitics, 316–319, 326–327
CA), 262	Black Literate Lives: Historical and
Ayto, John, 480	Contemporary Perspectives (2008),
Azarian, R., 131–132	184
,,	Black Lives Matter, 160
В	Blue Scholars, 210
Babies, early literacy programs,	Boateng, A., 125
422–441	Bodily habit
Baillie Lynne 593 594 596	disrupting, 279–282

of the phenomenal body, 270–273	perception and, 414–415
sedimentation of intentionality,	pornography, 487–510
272–273	See also Information behavior
smartphones, 273–279	Bruce, C., 190
See also Embodiment; Incorporation	Brundin, R., 76
Body	Bryant, Anthony, <b>91–100</b> , 120
childbearing, 455–456	Buckland, Michael, 461
extensions and information	Buffering, 502–503
behavior, 259–263	Burgum, Doug, 169
HIV-infected, 456–457, 457–458	Bussell, Hilary, <b>267–288</b>
impact on, <b>289–314</b>	Byers, Jean, 466–467
in information and communication,	, , , , , , , , , , , , , , , , , , ,
422–441	C
information behavior, <b>219–222</b> ,	Canadian Association of Public
417–419	Libraries (CAPL), 85
information behavior in	Canadian culinary culture
serodiscordant couples, 442-465	canned foods in, 480–483
in LIS research, 585–588	Chatelaine (periodical), 473–475,
mobile devices as physical	475–477
extensions of, 552–556	
mobile information behavior,	embodied information in culinary texts, <b>466–486</b>
535-567	trends, 479–480
phenomenal, 270–273, 272–273	See also Food culture
social construction of, 447–448	Canned foods, 480–483
as source of HIV-AIDS information,	CAPL (Canadian Association of Public
454–455	Libraries), 85
See also Embodiment; Lived body;	Caregivers, professional knowledge of,
Nervous system	436–437
Body hexis, 228	Carel, H., 445
Body listening, 292–294, 307–308	Carruthers, D., 156
Body roles	CAS (Counsel for Advancement of
analogues for documents and	Standards in Higher Education),
documentation, 395-408	6
in CPR training, 315–328	Casseroles, 469, 480–483
in diabetes related information	Cataloging, 70
behavior, 298–305	copy, 70, 82
Bonilla, Y., 159–160, 163	original, 70
Bourdieu, Pierre, 228	Cato, K., 126
Bower, Anne, 471	Cave Automatic Virtual Environment
Brain	(CAVE), 497, 508n
mind-brain duality, 592	CBPR (Community-based participatory
new models of relation to	research), 7–9, 20–21
perception, 248–249	Cell phones
perception and, 252–253	impact of on connectivity and
Brannon, S., 19–20	empowerment in Congo, <b>119–154</b>
Breton, André, 405	impact on development in rural
Brett-Maclean, Pamela, 443	areas, 127–128, 130–131
Briesen, Jochen, 332–333	as tools of empowerment, 125
Briet, Suzanne, 402	types of usage in rural Congo,
Brookes, B.C., 443	141–142
Browsing	See also Mobile devices;
as information behavior, 390–391,	Smartphones
413	Chambers, R., 129

Chan, Katherine, 289–314	Cognitive Biology (2011), 248
Chance the Rapper, 191	Cognitive biology models, 248–249
Chandler, Daniel, 500	Cognitive nonconscious
Chang, Stephen, 577	See Conscious and nonconscious
Chatelaine (periodical), 466–486	Cole, J., 184
Canadian culinary culture, 473–475,	Collection development, of self-
475–477	documentation collections,
"50 Favorite Family Recipes,"	568-584
466–467, 477–483, 484 <i>n</i>	Collections specialists, mediating role
Chénoea-Loquay, A., 126	of, 572–573
Chibangu, Sylvain K., 93–94, <b>119–154</b>	Collective action, 157
Chicago, IL. Department of Family	College students
Support Services (DFSS), 57, 59	asset-based pedagogy, 209 <i>t</i>
Chicago Public Library (CPL), 61	counter-stories, 185–187
Childbearing, body and, 455–456	cultural assets, 202–206, 208 <i>t</i>
Children's librarians and librarianship	informal information networks,
corporeal aspects, 431–432,	199–200
437–438	smartphones and information
early literacy, 422–441	behavior, 268–270
See also LIS professionals	Commodity fetishization, 144
China Internet Network Information	Communities of color
Center (CNNIC), 102	asset-based pedagogy, 187
Chinese university libraries	cultural wealth, 188
providing services through WeChat,	information literacy counter-stories
101–118 WeChat and alchalization 09 02	176–218
WeChat and globalization, 92–93	See also People of color
See also Libraries	Community-based participatory
CHIS (Consumer Health Information	research (CBPR), 7–9, 20–21 Community Informatics Pedagogy, 20
Specialist) program, 39 Chomsky, N., 161–163	Competencies for Information Professional
Chongqing University Library, 108, 113	(SLA), 15
Choo, C.W., 75	Competition, for library services, 71
Civic participation, in NoDAPL	Compositional analysis, 546
movement, 155–175	Computer/information interfaces
Clarion University. Department of	designing for humans, 409–421
Information and Library	pornography websites, 492
Science, 19	Concealment, of incorporation,
Clark, A., 411	276–278
Clark, Andy, 258, 259	Confidentiality policies, 582–583
Classen, Constance, 233	Confucianism, 577
Clinical experiences, 6	Congo and Congolese people
CNNIC (China Internet Network	cell phone experience, 140–141
Information Center), 102	cell phone research, 138f
Coakes, E., 120	cell phones, connectivity and
Code-switching, 177	empowerment, 119–154
Coding	characteristics, 138–139
personal data, 578–579	context of cell phone usage, 139–
photo-diaries, 547, 549, 565-566	140
Cognition in the Wild (1995), 255	Connectivity
Cognitive apprenticeship, 3–4	cell phones in rural Congo, 119–154
Cognitive Assemblages, 262–263	defined, 124–125
Cognitive Biology (2009), 248	Library Trends call for papers, 123–124

terminology, 129-130 Critical race methodology (CRM) See also Hyperconnectivity information literacy, 195–197 Conscious and nonconscious racial context and cultural assets, cognitive nonconscious, 255-256 182 - 187intentionality and, 271 Critical race theory (CRT), 187, 188 - 189See also New unconscious Constructivism, as research method, CRM (Critical race methodology) 357 - 358information literacy, 195-197 Consumer health information racial context and cultural assets, 182 - 187See Health information Consumer Health Information Croft, Brenda, 180, 416 Specialist (CHIS) program, 39 Crowdfunding NoDAPL, 165, 166 Contextual inquiry interviews, 517, 531n See also Interviews Taking the Library to Standing Conversion to Islam Rock, 170 See Muslim converts Crowley, Bill, 10, **66–90** Cookbooks Croydon, Peter, 466–467 See Culinary texts CRT (Critical race theory), 187, Cooley, C.H., 458-459 188-189 Cooperative education, 6–7 Crystallization, 135 Copy cataloging, 70, 82 Culinary texts, 62–63, 587–588 Corporeal information corporeal information, 466–486 culinary texts, 466-486 defined, 472 information behavior and, 484-485 recipes as, 469–473 See also Embodied information Cultural assets Corporeal knowledge, 220 critical race methodology (CRM), 182 - 187See also Knowledge Corporeal modality, 318 students of color, 202–206, 208*t* Counsel for Advancement of Cultural capital, 187–188 Standards in Higher Education Cultural competence (CAS), 6 in health care professions, 53-54 Counter-stories, 185–187 hospital accreditation standards, 54 practice-based Learning for, 52-65 autoethnography and, 192-194 cultural experience and, 185–187 response to at Dominican defined, 185 University, 58–59 See also Storytelling Cultural History of the Senses (2014), Cox, Andrew M., 459, 468 centrality of embodied experience, Culturally relevant pedagogy, 188 **219–222,** 469–470 See also Pedagogy Cultural wealth, 187–188 reading as embodied activity, 413 communities of color, 188 sensory information and embodied knowledge, **223–238** minority students, 199-200 use of ethnographic methods, 529 Coziness, in early literacy programs, impact on senses, 232-235 433-434 perspective of Bataille, Georges, 406 CPL (Chicago Public Library), 61 perspective of Otlet, Paul, 406 "Customer first" orientation, 85–86 CPR training See First aid and CPR training Critical information literacy, 189–190 D See also Information literacy Dairy Management, Inc., 57–58 Critical pedagogy, 193–194 Dakota Access Pipe Line (DAPL) See also Pedagogy

movement, 155-175

Dakota Access Pipe Line (DAPL)	Documents and documentation
(continued)	LIS research and, 586
altering narrative through social media, 163–169	Otlet, Paul, and Bataille, Georges, compared, <b>395–408</b>
Day of Action, 166–167	photography as vehicle for, 592–593
internet usage, 94–95	See also LIS
memes, 165	Documents (periodical), 396, 402, 404
water protectors, 157–158	Doing Sensory Ethnography (2015), 235
Dalrymple, Jack, 167–168	Dolata, U., 159
DAPL (Dakota Access Pipe Line)	Domesticity, 480–481
movement	Dominican University. Department
See Dakota Access Pipe Line	of Nutrition and Dietetics, 53,
(DAPL) movement	55–56
Dawkins, Richard, 259–260	health literacy program, 60
Day, Ronald E., <b>395–408</b> , 592	PBL learning opportunities, 56–58
Debaene, Vincent, 396	response to practice-based learning,
Defenbaugh, Nicole L., 459	58–59
Defending Professionalism: A Resource for	Dominican University. School of
Librarians, Information Specialists,	Information Studies
Knowledge Managers, and	community informatics course,
Archivists (2012), 84	20–21
Delaware. Academy of Medicine, 42	goals for internship program, 25
Deleuze, Gilles, 490–491	health education, 59
Dennen, V.P., 3	health literacy program, 60
Denver University, 18	internship application and selection
Denzin, K.N., 120–121, 122, 126–127	process, 27
Diabetes (Type 2)	internship partnership with Skokie
information behavior, 289-314	Public Library, <b>23–36</b>
mixed method study of information	Double consciousness, 177
behavior, 295–298	Douglass, Frederick, 98
Díaz-Gamboa, R., 136	Drabiski, E., 189
Dietetics education	Drawings
See Nutrition and dietetics	See Illustrations and drawings
education	Dreyfus, Hubert L., 226
Diffused embodiment, 494, 497–499,	Driver, Elizabeth, 476
501	Dumas, M.J., 201
See also Embodiment	Duration, 504, 507
Diga, K., 148	
Digitization	E
digital v. analog dichotomy, 412–414	Eakins, Thomas, 331–332
embodiment and, 414–416	Early literacy
DiNucci, D., 132	children's librarians, <b>422–441</b>
Disembodiment, 494	coziness and magic in, 433-434
in electronic culture, 496–497	literature review, 423–424
information behavior, 491–497	songs and rhymes, 428–429
See also Embodiment	theoretical concepts and analysis,
Disorientation, 498	427–428
Dispositions	East China Normal University, 115, 116
defined, 281	EBQA (Evidence-Based Quality
disrupting bodily habits, 281–282	Assessment), 6
Disruption, of bodily habit, 279–282	Ecological Approach to Visual Perception
Distance running, 329–330	(2015), 253

Ecological psychology, 253–255	of information, 589-590
Ecological Psychology (periodical), 253	information acquisition, 590-591
Ecological sampling, 135, 136	information interfaces and,
Education	409–421
minority student engagement in,	information needs and, 416–417
178–180	information practices, 540–541
non-neutrality of, 181–182, 191	mobile information behavior,
nutrition and dietetics, <b>52–65</b>	535–567
racial context and cultural assets,	reading and, 413
182–187	sensory information and, 223–238
See also Higher education; Learning;	See also Bodily habit; Body;
LIS education	Disembodiment; Embodied
Eikhof, R.D., 120	information; Incorporation
Elgin, Catherine, 331	Emergent literacy
Elias, Norbert, 585	See Early literacy
Elwood, S., 8	Empirical phenomenology, 268
Embedded coursework, 9	Empirical studies, early literacy and
Embodied cognition, 229–231,	embodiment, 425–426
256–258 Embodied diffusion	Emporia State University, 17
See Diffused embodiment	Empowerment
Embodied information, 219–222	impact of cell phones on in rural Congo, <b>119–154</b>
Canadian culinary culture, <b>466–486</b>	Library Trends call for papers,
concepts for study, 239–266	123–124
defined, 245, 470	of new voices and groups, 92
encoding and, 243–245	NoDAPL movement, 155–175
failure of, 324–325	support from libraries, 169–170
in first aid and CPR training,	terminology, 129–130
315–328	through information literacy, 95–96
guided tour as research technique	Enacted information, 244–245
for, <b>511–534</b>	See also Information
information behavior, 252-258	Encoded information, 243-245, 334
library and information science,	See also Information
589-594	Encountering, as information
Muslim converts, 351–370	behavior, 388–389
related to exosomatic information,	Energy Transfer Partners, 167–169
245-247	Enoch Pratt Free Library, 40
religious conversion, 357	Environmental justice, 155–157,
sensory experience and, 372–373	171–172
social sciences and, 586	Epistemic modality, 318, 325–326
See also Corporeal information;	Epistemology of documents
Embodiment	Otlet, Paul, and Bataille, Georges,
Embodied Mind: Cognitive Science and	compared, <b>395–408</b>
Human Experience (1991), 258	Otlet, Paul, illustration, $399f$
Embodied phenomenology, 225	Erotica, 581–582
Embodied practice, reading as,	Escherichia coli, 250–251
429–430	Ethnography, as research method,
Embodied values, 360–361	355–358
Embodiment	European Documentation
defined, 427, 431	See Documents and documentation
diffused, 494, 497–499, 501	Everett, Michele, 511–512, 524,
and digitization, 414–416	526–527

Every Child Ready to Read program	Freire, P., 63
(ALA), 425	Friedan, Betty, 483
Everyday spaces, 374–375	Fuchs, T., 445
Evidence Analysis Library (EAL), 61	Fuller, Steve, <b>589–594</b>
Evidence-based quality assessment (EBQA), 6	Funds of knowledge, 187–188
Existential phenomenology, 225	G
Exosomatic flow lines, 245–246	
Exosomatic information, 443	Gaba, D.M., 9
embedded information, 334–335	GALILEO Knowledge Repository, 19
related to embodiment, 245–247	Galman, Sally Campbell, 363
See also Information	Games-based curriculum, 21
	Gardner, D., 79
Expectation, suspense and, 503–504	Gay couples, archives, 581–582
Experienced information, 243	Genetic flow line, 245
Experiential learning, health information for public librarians,	Genetic information, 334  See also Information
37–51	Gerhart, C., 68
Expressed information, 244–245, 246	Germano, M., 76
Extended phenotype, 259–260	Gestural cognition, 230
	Gherardi, S., 2, 5
F	Gibson, James, 253–255
Facebook, 162, 164–165	Giglerb, D., 124
Facts	Gnostic knowledge, 332, 339
inconvenient, 70–75	See also Knowledge
Otlet, Paul, 398–399	Goldman, A., 62
Falzon, L., 126	Gordon, L., 54
"50 Favorite Family Recipes," 466–467,	Gorichanaz, Tim, 329-350
477–483, 484 <i>n</i>	Gottschalk, Simon, 234–235
Federal Communications Commission.	Grealish, L., 2, 5
2016 Broadband Progress Report	The Great Tao, 577
(2012), 159	Green, Cee-Lo, 187, 196, 209
The Feminine Mystique (1963), 483	Greenpeace, 167
Ferguson, Carol, 480	Griffin, Brian, 459, 468
Ferguson, MO, 160	centrality of embodied knowledge,
Fetishization, 144	<b>219–222,</b> 469–470
Fieldwork courses, 14–20	reading as embodied activity, 413
First aid and CPR training	use of ethnographic methods, 529
body roles in learning, 315–328	Grocery shoppers and shopping,
failure of embodied information,	371–394
324–325	creative compared to nurturing,
	375–377
sensory information in, 323–324	
storytelling in, 321–323	impact of packaging, 378
Sweden, 319–320	information behaviors, 387–391
Fleshly knowledge, 220	participants by study, 377t
See also Knowledge	sensory information and memory,
Florida State University. School of	386
Information, 18	sight as information source, 380–
Food culture, 62–63, 384	382
See also Canadian culinary culture Foucault, Michel, 318	smell as sensory information source 385–386
Frank, M., 9	study methods, 375-378
Fraser, Margaret, 480	taste as information source, 383–384
· 0 /	-,

touch as information source, 384–385	use of ethnographic methods, 529 use of guided tours, 522, 523, 528
Grocery stores	Hasbarger, K., 68
as everyday places, 374–375	Haycock, K., 69
visual design, 381–382	Hayden, Carla, 98–99
"Le gros orteil" (Bataille, Georges),	Hayles, Katherine, 256, 262, 263–264
396–397, 404–405	Head Start, 57, 59
Gross domestic product, 133–134	Health care professions, cultural
*	*
Grounded cognition, 256–258	competence in, 53–54
Grove, Jaleen, 474, 475	Health informatics, 134 Health information
Guba, G.E., 127 Cuided tours 511 534	
Guided tours, <b>511–534</b> defined, 515	connection to LIS, 59–63
	finding and evaluating, 41–44
designing and conducting, 523–524	HIV and AIDS, 442–465
digital information spaces, 519–522	information and referral services, 41–42
history and background, 515–516	
hybrid information spaces, 522	information behavior, 289–290, 289–314
in LIS research, 518–522, 520 <i>t</i> –521 <i>t</i>	
physical information spaces,	libraries and, 59–63
518–519	LIS education, 37–51
related methods, 516–517	practice-based learning, 45–47
strengths and limitations, 525–528	in public libraries, 40–41
techniques, 516–517, 522–528	See also Information
use of visual data, 524–525	Health literacy, 59–60
Guidelines for Practices and Principles	Hedmark, Åse, <b>422–441</b>
in the Design, Operation and	Hektor, Anders, 330, 335–336, 344–345
Evaluation of Student Field	Heldke, Lisa M., 471
Experiences (ALISE), 15–16	Herman, E.S., 161–163
Guidelines for Professional Library/	Hermeneutic phenomenology, 330
Information Educational Programs	Hertzler, A.A., 62
(IFLA), 13–14	Higher education
Guo, Jinchi, 92–93, <b>101–118</b>	clinical experiences in, 6
Guzik, Elkysia, 351–370	community-based participatory
	research in, 7–9
H	cooperative education, 6–7
Haas, Christina, 427	practice-based learning, 1–12
Habits	practicums and internships in, 4–6
disrupting, 279–282	project-based learning in, 9
incorporation of smartphones,	service learning in, 7–9
273–279	See also Education
of the phenomenal body, 270–273	High impact practices (HIPs), 1–2
sedimentation of intentionality,	Hijab
272–273	See Religiously symbolic clothing
Habitus, 228	Hip-hop, 177, 196
Hansen, Mark B.N., 494, 496–497	HIPs (High impact practices), 1–2
Harper, Douglas, 526	Historic recipes
Hartel, Jenna, 459, 468	See Culinary texts
centrality of embodied experience,	HIV-AIDS information
<b>219–222,</b> 469–470	body as information source, 454–455
embodied information and LIS,	music as source of, 457–458
585–588	serodiscordant couples, <b>442–465</b>
reading as embodied activity 413	See also Health information

HIV-infected body	Illness, 446–447
fears associated with, 456-457	Illustrations and drawings, 397–398,
metaphors of, 457–458	399f, 400f, 401f
See also Body	See also Photography; Timeline
hooks, bell, 180	drawings
Hooks, G., 156	Incognizance, 295, 307, 310–311
Hospital accreditation standards, 54	Inconvenient facts, 70–75
Houston, Jennifer, 178–179	Incorporation
Howard, Maria, <b>267–288</b>	concealment of, 276–278
Howes, David, 233	implications for information
How to Weather the Trump	literacy, 279–283
Administration: Head to the	of smartphones, 273–279
<i>Library</i> , 96–97	See also Bodily habit; Embodiment
Huang, Jie, 92–93, <b>101–118</b>	Indiana University. Kinsey Institute
Huazhong University of Science and	Library and Special Collections
Technology Library, 112	See Kinsey Institute Library and
Huffington Post, 68	Special Collections
Huggins, Sujin, 1–12, 13–22	Indian Self-determination and
Hughes, H., 190	Education Assistance Act of 1975
Human development	156–157
model of cell phone uses, 142f	Infants, early literacy programs,
role of cell phones in rural areas,	422–441
127–128	Informal information networks, 199–200
terminology, 129–130	Information
Human Rights Watch, 136	defined, 241
Humans	defined multidimensionally, 345
big toe as differentiator, 404–405	embodiment of, 589–590
brain development and the big toe,	enacted, 244–245
592–593	encoding and embodiment,
Human sexuality	243–245
defined, 576	exosomatic, 245–247, 334–335, 443
Kinsey study, 568–570	genetic, 334
personal records/recorded data,	recorded, 246
575–576	represented, 241–243, 244, 333–
Husserl, Edmund, 270, 271	334, 334 <i>f</i>
Hutchins, Edwin, 253, 255	sensory-based, <b>371–394</b>
Hyperconnectivity, 127	survival and, 249–251
social media and activism, 158–160	See also Health information;
support from libraries, 169–170	Knowledge
See also Connectivity	Information access, 143–144, 231
See also connectivity	Information acquisition, 590–591
T	Information and communication
I CT /I C	
ICTs (Information and	technologies (ICTs) American Indian access to, 159
communication technologies)	
impacts in digital society, 119–120	impacts in digital society, 119–120
Native American access to, 159	Information artifacts, recipes as, 477–483
Identity politics, 591–592	
IdleNoMore, 160	Information behavior, 249–252
IFLA (International Federation of	absorption to disembodiment, 491–497
Library Associations)	
practice-based learning, 13–14	bodily extensions and, 259–263
trend reports, 91, 115–116, 176	body and, <b>219–222</b>
Illeris, K., 4	body-related model, 308–310, 309f

body roles in type 2 diabetes, implications of incorporation of 298-305 smartphones, 279–283 browsing pornography, 487-510 life-long learning and, 209–210 compared to information practice, student themes, 197-198 514-515 Information management consumer health information, academic, 260 289-290 personal, 262 Information modalities, 318–319, culinary texts as source, 484–485 ecology of, 247–248 325 - 326embodied information, 252-258 Information needs, embodiment and, embodiment and information 416-417 interfaces, 409-421 Information practices frequency of sensory-based compared to information behavior, information, 379t 514 - 515grocery shoppers, 387–391 ecology of, 247–248 health information, 289-314 embodiment, 540-541 impact of smartphones, 267-288 mobile information interactions, metaphor, 537-538 538-540 models of, 489-490, 559-560 research methodologies, 542–549 Muslim converts, 351–370 rhythms of daily life, 558 religious, 353-355 See also Information behavior Information redundancy, 134-135 research history, 373–374 sensory-based information, 371-394 Information saturation, 134–135 serodiscordant couples, 442–465 Information seeking smartphones, 553-567 See Information behavior spiritual, 353-355 Information sharing embodied practice of Muslim temporality, 488–491, 499–502 type 2 diabetes, **289–314** converts, **351–370** types of, 335-336 religiously symbolic clothing, in ultrarunning, 329–350 359 - 360See also Browsing; Information through creative pursuits, 362 practices; Information sharing; through embodied values, 360-361 Mobile information behavior through religiously symbolic Information constellations clothing, 359–360 analysis of anecdotes, 346t-348t through speech, 360-362 for mapping understanding, 336 See also Information behavior sample diagram, 344f Information sources understanding and, 329-350 body as source of HIV-AIDS Information ecology, 247–248 information, 454–455 Information embodiment defined, 374 See Embodied information music, 457-458 Information experience, 332, 338 PLWHA, 446 Information flow lineages, 245–246 sensory-based information, 379t, Information flow lines, 245–246 380 - 387Information literacy Information spaces asset-based methods, 192-194 digital, 519-522 counter-stories from communities guided tours in, 518–519 of color, 176–218 hybrid, 522 physical, 518-519 critical race methodology, 195-197 defined, 252 Informed learning, 190–192 effectiveness of asset-based Innes, Sherries, 483 pedagogy, 210-211 Institute for Sex Research (ISR), empowerment, 95-96 569-570

Institute of Medicine (IOM).	Jindal, Gagan, <b>289–314</b>
Committee on Understanding	Johanssen, Karin, 294
and Eliminating Racial and	Johnson, Hayley, 94–95, 98, <b>155–175</b>
Ethnic Disparities in Health	Johnson, Mark, 257–258, 331
Care, 53	Johnson, Virginia, 574
Intensity	Johnson-Askew, W.L., 54
compared to suspense, 504	Joint Commission on Hospital
expectation and suspense, 503–504	Accreditation, 54
Intentionality, 271	Jukes, Mary, 478, 479, 481
Interactivity, of library WeChat accounts, 107–108	Just Health Action, 60
Interface design	K
computer/information interfaces, 409–421	Kafka on the Shore (2002), 330, 345–346 Kane, Desiree, 163
for humans, 417–419	Kansas Trustee Education Program,
International Federation of Library	75–76
Associations (IFLA)	
practice-based learning, 13–14	Kari, Jarkko, 353, 363
trend reports, 91, 115–116, 176	Keilty, Patrick, <b>487–510</b>
Internet Public Library (IPL), 19	Keller, H.D., 4
_ '	Kendal, Jeremy, 260
Internships  defined 16	Kenneally, Rhona Richman, 475–476
defined, 16	Kennedy, M., 2, 5
evaluation, 29–32	Kihlstrom, John, 256
evaluation survey, 33–35	Kinaesthetic knowledge, 220
in higher education, 4–6	See also Knowledge
Skokie PL/Dominican University	Kindon, S., 8
SOIS partnership, 23–36	King, J.T., 8
virtual, 18–19	Kinsey, Alfred Charles, 568–570,
Intersections (ALA blog), 169	573-574
Intersensoriality, 233	Kinsey Institute for Research in Sex,
Interviews	Gender, and Reproduction,
compared to guided tours, 517	569–570
compared to recorded data, 570	Kinsey Institute Library and Special
contextual inquiry interviews,	Collections, 568–584
517, 531n	collections and professional
interview to/with the double, 517	accounts, 571–573
mobile information behavior,	personal records and recorded
544-546, 545-546	data, 571
phenomenological, 448–451	privacy and confidentiality policy,
See also Research methodologies	582–583
Interview to/with the double (ITTD),	transfer from personal to
517	institutional collections, 573–575
IPL (Internet Public Library), 19	
Iribarren, J.S., 126	Kinsey Scale, 569 Kinen, D., 96, 97, 99
ISR (Institute for Sex Research),	Kipen, D., 96–97, 99
569–570	Knowledge
ITTD (Interview to/with the double),	compared to understanding, 331–332
517	corporeal, 220
_	fleshly, 220
J	funds of, 187–188
Jacobs, Michelle Leigh, 269	gnostic, 332, 339
Jay-Z, 197	kinaesthetic, 220
JESSE listserv, 79	pathic, 332, 339

professional, <b>66–90</b> , 431–435	as repositories of food culture,
tacit, <b>66–90</b>	62–63
See also Information; Understanding	student use of mobile devices in,
Kong, Richard, 10, <b>23–36</b>	268–270
Konoka, V., 124	support for hyperconnectivity and
Korinek, Valerie J., 467, 474, 475,	empowerment, 169–170
476–477, 478, 483	See also Chinese university libraries;
Korsmeyer, Carolyn, 472	Public libraries and librarians
Köse, Ali, 354	Libraries Respond program (ALA), 98
Kostelecky, Sarah, 170	Libraries Transform, 76–77
Kováč, Ladislav, 250	Library Advocacy Now! A Training
Krikelas, James, 374 Kumbier, A., 189	Program for Public Library Staff and Trustees (2011), 85
Kusenbach, Margarethe, 516, 524	Library and information science (LIS)
Kwasnik, Barbara H., 518–519, 523, 524	See LIS (Library and information
Kwasiik, Baibara 11., 310–313, 323, 324	science)
т	Library information services, 101–118
L Lacon Jacques 205	Library services
Lacan, Jacques, 395	changing perceptions of, 77–82
Lakoff Coorgo 257 258	competition for, 71
Lakoff, George, 257–258	marginalization of, 66–69
Land, Frank, 93, 120 Laney, Paul D., 165	marketing and advocacy of, 66–69
Language	obstacles to changing perceptions,
information flow lines, 245	79–80
physical roots of metaphor, 257–258	overcoming obstacles to changing
Latour, Bruno, 535	perceptions, 81–82
Lave, Jean, 364	Library Trends, 123–124
Law, John, 444	Library users
Law of requisite variety, 251	Library WeChat accounts, 109–110
Lay rescuers, CPR training, 315–328	retention through WeChat
Learning	accounts, 114–115
experiential and health information	Library WeChat accounts, 101–118
for public librarians, <b>37–51</b>	basic information in, 106–107
informed, 190–191, 191–192	first impressions of, 113–114
life-long and information literacy,	interactivity, 107–108
209–210	Library users, 109–110
observational, 294–295, 302–305,	matching to library goals, 112–113
307	messages and message posting,
project-based, 9	110–112
service, 7–9, 20	promotion of, 110, 115–116
transformative, 4	retention of library users, 114–115
See also Education; Practice-based	self-service of, 109
learning (PBL)	Libros Schmibros, 97
Leder, Drew, <b>267–288</b>	Life-long learning, 209–210
Leonardi, Susan, 471	Lifesaving skills, 319–320
Librarians	Lincoln, S.Y., 120–121, 122, 126–127
See LIS professionals	Lindberg, Jenny, 422–441
Libraries	Lindh, Karolina, 315–328
as centers of communities, 61–62	Lindlof, R.T., 123–124 Lingel, Jessica, 540–541, 552
Chinese university libraries, 92–93,	LIS education
101–118	fieldwork courses in, 14–20
connections to health information,	games-based curriculum, 21
59–63	Same Sasca carriculani, 41

TIC 1 /	1 1 11 1 1 710 710
LIS education (continued)	embodied knowledge, 512–513
gaps in marketing education, 69–70	information literacy, 469
health information, 37–51	information literacy defined, 252
lack of marketing and advocacy	information through physical
courses, 79–81	experience, 423
practice-based learning in, 10,	practice theory, 229
13–22	Looking Horse, Arvol, 171–172
supplementing PBL, 20–21	Lorenz, Konrad, 249
See also Education	Loudon, M., 130
LIS (Library and information science)	Lueg, Christopher, <b>409–421</b> , 414, 470
changing perceptions of, 77–82	Lynham, A.S., 127
embodied information, 589–594	
guided tour in LIS research,	M
518–522	MAchine-Readable Cataloging
guided tours in LIS research,	(MARC), 70
520 <i>t</i> –521 <i>t</i>	Magic, in early literacy programs,
marginalization of, 66-69	433–434
obstacles to changing perceptions,	Maina, A.W., 53
79–80	Malawi, serodiscordant couples,
overcoming obstacles to changing	442–465
perceptions, 81–82	
reenergizing professionals, 82–84	Maller, Cecily, 423 Malone, Thomas, 513, 518
See also Documents and	Mansell, R., 145
documentation	
LIS professionals	Manufacturing Consent: The Political
gaps in professional development,	Economy of the Mass Media
69–70	(1988), 161
as mentors and advocates, 96	Marchionini, G., 416
orientation to customer needs,	MARC (MAchine-Readable
	Cataloging), 70
85–86	Mardis, M., 17
reenergizing, 82–84	Marek, Kate, 10, <b>23–36</b>
See also Children's librarians and	Marginalization, of LIS, 66–69
librarianship; Public libraries and	Market efficiency, 133
librarians	Marketing and advocacy
LIS research	ALA and, 81–82
body in, <b>585–588</b>	building external or library
central concepts v. the body, 587	advocates, 85–87
documentation and, 586	lack of courses in LIS education,
Literacy, early	79–81
See Early literacy	Libraries Transform program,
Literacy, information	76–77
See Information literacy	of library services, 66–69
Literacy activities and practice, 429	tacit to explicit knowledge, 73–75
bodily aspects, 438	Marketing and Libraries Do Mix: A
the body in, 428–431, 437	Handbook for Libraries and
Lived body	Information Centers (1993), 85–86
communication and, 458–459	Martin, C., 21
experience illness, 446–447	Martinez, R, 21
See also Body	Marx, Karl, 144
Lived space, 452–454, 459	Mass media, 161–169
Lloyd, Annemarree	Massumi, Brian, 499, 503–504
bodies and information experience,	Masters, William, 574
373, 444	Masturbation, 492–493

May, J., 148	Mobile devices
Mazadza, Aquilina, 459	information behavior, 553–567
M-banking, 133	opportunities or imperatives for
McFeeley, Mary Drake, 480	libraries, 269–270
McGinty, Mansson, 364	as physical extension of body,
McIntosh, H., 474	552–556
McKenzie, Pamela J., 436, 540	students' information behavior,
McLaughlin, Thomas, 430, 431	268–270
McLuhan, Marshall, 490, 535	
	usage statistics, 101–102
"Media Framing of Movement Protest:	See also Cell phones; Smartphones
The Case of American Indian	Mobile information behavior
Protest," 161–162	embodiment, 550–552
Medical Library Association (MLA)	literature review, 537–542
Consumer Health Information	photo-diary studies, 535–567
certification, 44	social aspects, 551–552
Consumer Health Information	temporality, 558–559
Specialist (CHIS) program, 39	type and frequency, $544t$
Medical Subject Headings (MeSH), 44	See also Information behavior
MEDLINE, 42	Modalities of information, 318–319,
MedlinePlus, 42, 44	325–326
Memes, 165	Mol, Annemarie, 444
Memory, sensory information and, 386	Morrison, Kim L., 95–96, <b>176–218</b>
Merleau-Ponty, Maurice, 225–227,	Morton County (ND) Sheriff's
372, 445	Department, 163–164, 167, 168f
bodily habit, incorporation, of	Mossière, Géraldine, 359
smartphones, <b>267–288</b>	M-PESA, 133
influence on Strati and Yahklef, 228	Multiculturalism, 187
MeSH (Medical Subject Headings), 44	Munster, Anna, 505–506
Messages and message posting,	Murakami, Haruki, 330, 345-346
110–112	Murray, Timothy, 501, 506
Metaphor	Music, HIV-AIDS information and,
HIV/AIDS and the lived body, 448,	457–458
459–460	Muslim converts, 351–370
of HIV-infected body, 457–458	
information behavior, 537–538	N
physically rooted in language,	
257–258	NACE (National Association of College
Microcredits, 133	Employees), 16
	Nadel, Lynn, 248
Microloans, 133	Nagel, Thomas, 333
Miklósia, A., 124	Nardi, B.A., 412
Mind-body dualism, 223–224, 248–249	Narratives, temporality of, 502–506
Mind-brain duality, 592	National Association of College
Minority students	Employees (NACE), 16
engagement in education, 178–180	National Education Association, 68
informal information networks,	National Network of Libraries of
199–200	Medicine, 61
See also People of color	National Network of Libraries of
Mizrachi, Diane, 260, 522	Medicine-South Central
MLA (Medical Library Association)	Region, 39
Consumer Health Information	National Survey of Student
certification, 44	Engagement (NSSE), 1–2
Consumer Health Information	Native Americans
Specialist (CHIS) program, 39	access to ICTs, 159
	,

protest movements in mass media, 161–163 tribal sovereignty, 155–157 Natural attitude, 271 Natural information, 241–243, 333–334 Naughton, J., 412–413 Navarro Alberto, J.A., 136 Nervous system conversion of natural information to represented information to represe	North Americans (continued) environmental justice, 155–157,	Observational learning, 294–295, 302–305, 307
Total sovereignty, 155–157 Natural attitude, 271 Natural information, 241–243, 333–334 Naughton, J., 412–413 Navarro Alberto, J.A., 136 Nervous system conversion of natural information to represented information, 242–243 See also Body Neural-cultural flow line, 245 Neural-cultural Information, 334 New unconscious, 255–256 See also Conscious and nonconscious Neyer, Linda, 67 Niche construction, 260–262 Nigab See Religiously symbolic clothing #NoDAPL movement altering narrative through social media, 163–169 Day of Action, 166–167 internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58 O'Brien, Heather, 535–567 Observation, as study technique,	171–172	See also Learning
tribal sovereignty, 155–157 Natural attitude, 271 Natural information, 241–243, 333–334 Naughton, J., 412–413 Navarro Alberto, J.A., 136 Nervous system conversion of natural information to represented information, 242–243 extensions of, 246–247 See also Body Neural-cultural flow line, 245 Neural-cultural flow line, 245 Neural-cultural flow line, 245 New unconscious, 255–256 See also Conscious and nonconscious Neyer, Linda, 67 Niche construction, 260–262 Niqab See Religiously symbolic clothing #NoDAPL movement altering narrative through social media, 163–169 Day of Action, 166–167 internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58 O'Brien, Heather, 535–567 Observation, as study technique,		
Natural attitude, 271 Natural information, 241–243, 333–334 Naughton, J., 412–413 Navarro Alberto, J.A., 136 Nervous system conversion of natural information to represented information, 242–243 extensions of, 246–247 See also Body Neural-cultural flow line, 245 Neural-cultural information, 334 New unconscious, 255–256 See also Conscious and nonconscious Neyer, Linda, 67 Niche construction, 260–262 Niqab See Religiously symbolic clothing #NoDAPL movement altering narrative through social media, 163–169 Day of Action, 166–167 internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual		
Natural information, 241–243, 333–334 Naughton, J., 412–413 Navarro Alberto, J.A., 136 Nervous system		
Naughton, J., 412–413 Navarro Alberto, J.A., 136 Nervous system conversion of natural information to represented information to represented information, 242–243 extensions of, 246–247 See also Body Neural-cultural flow line, 245 Neural-cultural information, 334 New unconscious, 255–256 See also Conscious and nonconscious Neyer, Linda, 67 Niche construction, 260–262 Nigab See Religiously symbolic clothing #NoDAPL movement altering narrative through social media, 163–169 Day of Action, 166–167 internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58 O'Brien, Heather, 535–567 Observation, as study technique,		
Naughton, J., 412–413 Navarro Alberto, J.A., 136 Nervous system conversion of natural information to represented information, 242–243 extensions of, 246–247 See also Body Neural-cultural flow line, 245 Neural-cultural flow line, 245 New unconscious, 255–256 See also Conscious and nonconscious Neyer, Linda, 67 Niche construction, 260–262 Niqab See Religiously symbolic clothing #NoDAPL movement altering narrative through social media, 163–169 Day of Action, 166–167 internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58 O'Brien, Heather, 535–567 Observation, as study technique,		
Navarro Alberto, J.A., 136 Nervous system conversion of natural information to represented information, 242–243 extensions of, 246–247 See also Body Neural-cultural flow line, 245 Neural-cultural information, 334 New unconscious, 255–256 See also Conscious and nonconscious Neyer, Linda, 67 Niche construction, 260–262 Niqab See Religiously symbolic clothing #NoDAPL movement altering narrative through social media, 163–169 Day of Action, 166–167 internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58  O O'Brien, Heather, 535–567 Observation, as study technique,		
Nervous system conversion of natural information to represented information, 242–243 extensions of, 246–247 See also Body Neural-cultural flow line, 245 Neural-cultural information, 334 New unconscious, 255–256 See also Conscious and nonconscious Neyer, Linda, 67 Niche construction, 260–262 Niqab See Religiously symbolic clothing #NoDAPL movement altering narrative through social media, 163–169 Day of Action, 166–167 internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58 O'Brien, Heather, 535–567 Observation, as study technique,		
conversion of natural information to represented information, 242–243 extensions of, 246–247 See also Body Neural-cultural flow line, 245 New and conscious, 255–256 See also Conscious and nonconscious Neyer, Linda, 67 Niche construction, 260–262 Niqab See Religiously symbolic clothing #NoDAPL movement altering narrative through social media, 163–169 Day of Action, 166–167 internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58 O'Neill, N., 6 Online Computer Library Center (OCLC), 44, 70, 80, 82 Original cataloging, 70 O'tet, Paul, 587, 591, 592 cultural perspective, 406 epistemology of documents compared to Bataille, 395–408 use of photographs, 397–398 Near Jose (Paul, 587, 591, 592 cultural perspective, 406 epistemology of documents compared to Bataille, 395–408 use of photographs, 397–398 Near Licipant observation, 516, 542 See also Guided tours Pathic knowledge, 332, 339 See also Knowledge Patterson, Zabet, 487 Patton, Q.M., 121 Pedagogy asset-based, 176–218 critical, 193–194 culturally relevant, 188 People living with HIV/AIDS (PLWHA) childbearing, 455–456 information sources, 446 literature review, 444–448 See also Serodiscordant couples People of color, 177 asset-based pedagogy, 209t counter-stories, 185–187 cultural assets, 202–206, 208t See also Communities of color; Minority students Percell, J., 83–84 Perception, 225–227 brain and, 252–225		
to represented information, 242–243 extensions of, 246–247 See also Body Neural-cultural flow line, 245 Neural-cultural information, 334 New unconscious, 255–256 See also Conscious and nonconscious Neyer, Linda, 67 Niche construction, 260–262 Niqab See Religiously symbolic clothing #NoDAPL movement altering narrative through social media, 163–169 Day of Action, 166–167 internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes See Sexual fetishes See Sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Sursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58 O'Brien, Heather, 535–567 Observation, as study technique,	•	
extensions of, 246–247 See also Body Neural-cultural flow line, 245 Neural-cultural information, 334 New unconscious, 255–256 See also Conscious and nonconscious Neyer, Linda, 67 Niche construction, 260–262 Niqab See Religiously symbolic clothing #NoDAPL movement altering narrative through social media, 163–169 Day of Action, 166–167 internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes See Sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58 O'Brien, Heather, 535–567 Observation, as study technique,		
extensions of, 246–247 See also Body Neural-cultural flow line, 245 Neural-cultural information, 334 New unconscious, 255–256 See also Conscious and nonconscious Neyer, Linda, 67 Niche construction, 260–262 Niqab See Religiously symbolic clothing #NoDAPL movement altering narrative through social media, 163–169 Day of Action, 166–167 internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58 O O'Brien, Heather, 535–567 Observation, as study technique,  Otlet, Paul, 587, 591, 592 Outlural perspective, 406 epistemology of documents compared to Bataille, 395–408 use of photographs, 397–398 Participant observation, 516, 542 See also Gouided tours Pathic knowledge, 332, 339 See also Knowledge Patterson, Zabet, 487 Patton, Q.M., 121 Pedagogy asset-based, 176–218 critical, 193–194 culturally relevant, 188 People living with HIV/AIDS (PLWHA) childbearing, 455–456 information sources, 446 literature review, 444–448 See also Serodiscordant couples People of color, 177 asset-based pedagogy, 209t counter-stories, 185–187 cultural assets, 202–206, 208t See also Communities of color; Minority students Percell, J., 83–84 Perception, 225–227 brain and, 252–253		
See also Body Neural-cultural flow line, 245 Neural-cultural information, 334 New unconscious, 255–256 See also Conscious and nonconscious Neyer, Linda, 67 Niche construction, 260–262 Niqab See Religiously symbolic clothing #NoDAPL movement altering narrative through social media, 163–169 Day of Action, 166–167 internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58  O O'Brien, Heather, 535–567 Observation, as study technique,		
Neural-cultural information, 334 New unconscious, 255–256 See also Conscious and nonconscious Neyer, Linda, 67 Niche construction, 260–262 Niqab See Religiously symbolic clothing #NoDAPL movement altering narrative through social media, 163–169 Day of Action, 166–167 internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58 O'Brien, Heather, 535–567 Observation, as study technique,		
Neural-cultural information, 334 New unconscious, 255–256 See also Conscious and nonconscious Neyer, Linda, 67 Niche construction, 260–262 Niqab See Religiously symbolic clothing #NoDAPL movement altering narrative through social media, 163–169 Day of Action, 166–167 internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58  O O'Brien, Heather, 535–567 Observation, as study technique,		
New unconscious, 255–256  See also Conscious and nonconscious Neyer, Linda, 67 Niche construction, 260–262 Niqab See Religiously symbolic clothing #NoDAPL movement altering narrative through social media, 163–169 Day of Action, 166–167 internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58  O'Brien, Heather, 535–567 Observation, as study technique,		
See also Conscious and nonconscious Neyer, Linda, 67 Niche construction, 260–262 Niqab See Religiously symbolic clothing #NoDAPL movement altering narrative through social media, 163–169 Day of Action, 166–167 internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58  O'Brien, Heather, 535–567 Observation, as study technique,		
Neyer, Linda, 67 Niche construction, 260–262 Niqab See Religiously symbolic clothing #NoDAPL movement altering narrative through social media, 163–169 Day of Action, 166–167 internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58 O'Brien, Heather, 535–567 Observation, as study technique,		
Niche construction, 260–262  Niqab  See Religiously symbolic clothing #NoDAPL movement altering narrative through social media, 163–169 Day of Action, 166–167 internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58  use of photographs, 397–398  Participant observation, 516, 542 See also Knowledge Patterson, Zabet, 487 Patton, Q.M., 121 Pedagogy asset-based, 176–218 critical, 193–194 culturally relevant, 188 People living with HIV/AIDS (PLWHA) childbearing, 455–456 information sources, 446 literature review, 444–448 See also Serodiscordant couples Packaging, 378 Participant observation, 516, 542 See also Knowledge Patterson, Zabet, 487 Patton, Q.M., 121 Pedagogy asset-based, 176–218 critical, 193–194 culturally relevant, 188 People living with HIV/AIDS (PLWHA) childbearing, 455–456 information sources, 446 literature review, 444–448 See also Serodiscordant couples People of color, 177 asset-based pedagogy, 209t counter-stories, 185–187 cultural assets, 202–206, 208t See also Communities of color; Minority students Perception, 225–227 brain and, 252–253	and the second s	
Niqab See Religiously symbolic clothing #NoDAPL movement altering narrative through social media, 163–169 Day of Action, 166–167 internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58 O'Brien, Heather, 535–567 Observation, 378 Participant observation, 516, 542 See also Guided tours Pathic knowledge, 332, 339 See also Knowledge Patterson, Zabet, 487 Patton, Q.M., 121 Pedagogy asset-based, 176–218 critical, 193–194 culturally relevant, 188 People living with HIV/AIDS (PLWHA) childbearing, 455–456 information sources, 446 literature review, 444–448 See also Serodiscordant couples People of color, 177 asset-based pedagogy, 209t counter-stories, 185–187 cultural assets, 202–206, 208t See also Communities of color; Minority students Percell, J., 83–84 Perception, 225–227 brain and, 252–253		
See Religiously symbolic clothing #NoDAPL movement altering narrative through social media, 163–169 Day of Action, 166–167 internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58 O'Brien, Heather, 535–567 Observation, as study technique,  Packaging, 378 Participant observation, 516, 542 See also Guided tours Pathic knowledge, 332, 339 See also Knowledge Patterson, Zabet, 487 Patton, Q.M., 121 Pedagogy asset-based, 176–218 critical, 193–194 culturally relevant, 188 People living with HIV/AIDS (PLWHA) childbearing, 455–456 information sources, 446 literature review, 444–448 See also Serodiscordant couples People of color, 177 asset-based pedagogy, 209t counter-stories, 185–187 cultural assets, 202–206, 208t See also Communities of color; Minority students Percell, J., 83–84 Perception, 252–227 brain and, 252–253	3.71	use of photographs, 397–398
#NoDAPL movement altering narrative through social media, 163–169 Day of Action, 166–167 internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58 O'Brien, Heather, 535–567 Observation, as study technique,  Packaging, 378 Participant observation, 516, 542 See also Guided tours Pathic knowledge, 332, 339 See also Knowledge Patterson, Zabet, 487 Patton, Q.M., 121 Pedagogy asset-based, 176–218 critical, 193–194 culturally relevant, 188 People living with HIV/AIDS (PLWHA) childbearing, 455–456 information sources, 446 literature review, 444–448 See also Serodiscordant couples People of color, 177 asset-based pedagogy, 209t counter-stories, 185–187 cultural assets, 202–206, 208t See also Communities of color; Minority students Percell, J., 83–84 Perception, 225–227 brain and, 252–253	1	70
altering narrative through social media, 163–169 Day of Action, 166–167 internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58 O'Brien, Heather, 535–567 Observation, as study technique,		
media, 163–169 Day of Action, 166–167 internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58  O O'Brien, Heather, 535–567 Observation, as study technique,		
Day of Action, 166–167 internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58  O O'Brien, Heather, 535–567 Observation, as study technique,  Pathic knowledge, 332, 339 See also Knowledge Patterson, Zabet, 487 Patton, Q.M., 121 Pedagogy asset-based, 176–218 critical, 193–194 culturally relevant, 188 People living with HIV/AIDS (PLWHA) childbearing, 455–456 information sources, 446 literature review, 444–448 See also Serodiscordant couples People of color, 177 asset-based pedagogy, 209t counter-stories, 185–187 cultural assets, 202–206, 208t See also Communities of color; Minority students Percell, J., 83–84 Perception, 225–227 brain and, 252–253		
internet usage, 94–95 memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58  O O'Brien, Heather, 535–567 Observation, as study technique,		
memes, 165 Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58 O Brien, Heather, 535–567 Observation, as study technique,		
Social media, empowerment, and civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58  O 'Brien, Heather, 535–567 Observation, as study technique,  Patton, Q.M., 121 Pedagogy asset-based, 176–218 critical, 193–194 culturally relevant, 188 People living with HIV/AIDS (PLWHA) childbearing, 455–456 information sources, 446 literature review, 444–448 See also Serodiscordant couples People of color, 177 asset-based pedagogy, 209t counter-stories, 185–187 cultural assets, 202–206, 208t See also Communities of color; Minority students Perception, 225–227 brain and, 252–253		
civic participation, 155–175 water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58  O 'Brien, Heather, 535–567 Observation, as study technique,  Pedagogy asset-based, 176–218 critical, 193–194 culturally relevant, 188 People living with HIV/AIDS (PLWHA) childbearing, 455–456 information sources, 446 literature review, 444–448 See also Serodiscordant couples People of color, 177 asset-based pedagogy, 209t counter-stories, 185–187 cultural assets, 202–206, 208t See also Communities of color; Minority students Percell, J., 83–84 Perception, 225–227 brain and, 252–253		
water protectors, 157–158 Nongenital sexual fetishes See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58 O Brien, Heather, 535–567 Observation, as study technique,  asset-based, 176–218 critical, 193–194 culturally relevant, 188 People living with HIV/AIDS (PLWHA) childbearing, 455–456 information sources, 446 literature review, 444–448 See also Serodiscordant couples People of color, 177 asset-based pedagogy, 209t counter-stories, 185–187 cultural assets, 202–206, 208t See also Communities of color; Minority students Percell, J., 83–84 Perception, 225–227 brain and, 252–253		
Nongenital sexual fetishes  See Sexual fetishes  North Dakota State Police, 163–164  Northeastern University, 6–7  NSSE (National Survey of Student Engagement), 1–2  Nursing and Midwifery Council, 6  Nutrition and dietetics education practice-based learning in, 52–65  San Jose (California) Public Library, 61–62  See also Education  Nutrition Care Process (NCP), 58  O Brien, Heather, 535–567  Observation, as study technique,  Critical, 193–194  culturally relevant, 188  People living with HIV/AIDS  (PLWHA)  childbearing, 455–456  information sources, 446  literature review, 444–448  See also Serodiscordant couples  People of color, 177  asset-based pedagogy, 209t  counter-stories, 185–187  cultural assets, 202–206, 208t  See also Communities of color;  Minority students  Perception, 225–227  brain and, 252–253		
See Sexual fetishes North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58 O Brien, Heather, 535–567 Observation, as study technique,  Culturally relevant, 188 People living with HIV/AIDS (PLWHA) childbearing, 455–456 information sources, 446 literature review, 444–448 See also Serodiscordant couples People of color, 177 asset-based pedagogy, 209t counter-stories, 185–187 cultural sasets, 202–206, 208t See also Communities of color; Minority students Percell, J., 83–84 Perception, 225–227 brain and, 252–253		
North Dakota State Police, 163–164 Northeastern University, 6–7 NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58 O Brien, Heather, 535–567 Observation, as study technique,		
Northeastern University, 6–7  NSSE (National Survey of Student Engagement), 1–2  Nursing and Midwifery Council, 6  Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education  Nutrition Care Process (NCP), 58  O'Brien, Heather, 535–567 Observation, as study technique,  NSSE (National Survey of Student Childbearing, 455–456 information sources, 446 literature review, 444–448 See also Serodiscordant couples People of color, 177 asset-based pedagogy, 209t counter-stories, 185–187 cultural assets, 202–206, 208t See also Communities of color; Minority students Percell, J., 83–84 Perception, 225–227 brain and, 252–253		
NSSE (National Survey of Student Engagement), 1–2 Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58  O Brien, Heather, 535–567 Observation, as study technique,  childbearing, 455–456 information sources, 446 literature review, 444–448 See also Serodiscordant couples People of color, 177 asset-based pedagogy, 209t counter-stories, 185–187 cultural assets, 202–206, 208t See also Communities of color; Minority students Percell, J., 83–84 Perception, 225–227 brain and, 252–253		
Engagement), 1–2  Nursing and Midwifery Council, 6  Nutrition and dietetics education practice-based learning in, 52–65 San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58  O'Brien, Heather, 535–567 Observation, as study technique,  information sources, 446 literature review, 444–448 See also Serodiscordant couples People of color, 177 asset-based pedagogy, 209t counter-stories, 185–187 cultural assets, 202–206, 208t See also Communities of color; Minority students Percell, J., 83–84 Perception, 225–227 brain and, 252–253		
Nursing and Midwifery Council, 6 Nutrition and dietetics education practice-based learning in, <b>52–65</b> San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58  O Brien, Heather, <b>535–567</b> Observation, as study technique,  literature review, 444–448 See also Serodiscordant couples People of color, 177 asset-based pedagogy, 209t counter-stories, 185–187 cultural assets, 202–206, 208t See also Communities of color; Minority students Percell, J., 83–84 Perception, 225–227 brain and, 252–253		
Nutrition and dietetics education practice-based learning in, <b>52–65</b> San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58  O Brien, Heather, <b>535–567</b> Observation, as study technique,  See also Serodiscordant couples People of color, 177 asset-based pedagogy, 209t counter-stories, 185–187 cultural assets, 202–206, 208t See also Communities of color; Minority students Percell, J., 83–84 Perception, 225–227 brain and, 252–253		
practice-based learning in, <b>52–65</b> San Jose (California) Public Library, 61–62 See also Education Nutrition Care Process (NCP), 58  O Brien, Heather, <b>535–567</b> Observation, as study technique,  People of color, 177 asset-based pedagogy, 209t counter-stories, 185–187 cultural assets, 202–206, 208t See also Communities of color; Minority students Percell, J., 83–84 Perception, 225–227 brain and, 252–253	, ,	
San Jose (California) Public Library, 61–62 counter-stories, 185–187 counter-stories, 185–187 cultural assets, 202–206, 208t See also Communities of color; Minority students  O Percell, J., 83–84 O'Brien, Heather, 535–567 Observation, as study technique, brain and, 252–253		
61–62 See also Education Nutrition Care Process (NCP), 58  O		
See also Education Nutrition Care Process (NCP), 58  O O'Brien, Heather, 535–567 Observation, as study technique,  Cultural assets, 202–206, 208t See also Communities of color; Minority students Percell, J., 83–84 Perception, 225–227 brain and, 252–253	61 60	
Nutrition Care Process (NCP), 58  See also Communities of color; Minority students O Percell, J., 83–84 O'Brien, Heather, 535–567 Observation, as study technique, brain and, 252–253		
Minority students O Percell, J., 83–84 O'Brien, Heather, 535–567 Observation, as study technique, brain and, 252–253		
O Percell, J., 83–84 O'Brien, Heather, <b>535–567</b> Perception, 225–227 Observation, as study technique, brain and, 252–253	11011011 0010 1100000 (1101), 00	
O'Brien, Heather, <b>535–567</b> Observation, as study technique, Perception, 225–227 brain and, 252–253	0	
Observation, as study technique, brain and, 252–253		
		hrain and 959-953
	320–321	Gibson, James, theory of, 253–255

new models of relation to brain,	Photovoice, 542, 543, 549
248-249	Pieper, Josef, 337
when browsing, 414–415	Pillow, Wanda, 529
as whole-body process, 255	Pink, Sarah, 235
Perec, Georges, 338–339	PLWHA (People living with HIV/
Personal data and records	AIDS)
coding, 578–579	childbearing, 455–456
erotica, 581–582	Information sources, 446
human sexuality, 575–576	literature review, 444–448
at the Kinsey Institute Library and	See also Serodiscordant couples
Special Collections, 571	Poincaré, Henri, 99
Personal information management, 262	Polkop, L., 3, 7
Personal records	Pollner, Melvin, 585
See Personal data and records	Pornography
Perspective	information behavior and browsing,
of grocery shoppers, 375–377	487–510
scaffolding-minds, 411	temporality of narratives, 502–506
understanding as diversity of,	website design, 491–492
332–333	Potnis, D.D., 145
Peterson, Mary A., 248	Practice-based learning (PBL)
Pew Research Center, 38	definition and theories, 3–4
Phenomenal body	
extensions of, 272–273	for development of cultural
	competence, <b>52–65</b>
habits of, 270–273	embedded coursework, 9
See also Body	in health care, 52–53
Phenomenological interviews, 448–451	health information, 45–47
See also Interviews	higher education, 1–12
Phenomenology, 225–227	LIS education, 13–22
defined, 270–271	Skokie PL-Dominican University
existential, 225	partnership, <b>23–36</b>
hermeneutic, 330	See also Learning
Phenomenology of Perception (2012), 225,	Practice theory
271, 372	biopolitics, 316–319
Phenomenology of practice, 339, 341	centrality of the body, 227–229
Phillips, Eva A., 466–467	social constructionism and, 514–515
Phippen, A., 120	Practicums
Photo-diary studies	defined, 16
coding frame, $548t$	in higher education, 4–6
data analysis, 549	Pratt Institute, 17, 18
mobile information behavior,	Prigoda, Elena, 540
535–567	Privacy policies, 582–583
photo samples, 553 <i>f</i> , 555 <i>f</i> , 557 <i>f</i>	Professional accounts, 572–573
procedure, 546f	Professional knowledge, failures of,
statistical analysis, 547t	66–90
techniques, 544–546	Project-based learning, 9
Photo elicitation, 516	Project 985 (China)
See also Guided tours	defined, 102
Photography	library information services,
in documentary works, 397–398	101–118
as vehicle for documentation,	Proust, Marcel, 412–413
592-593	Psychology, ecological, 253–255
See also Illustrations and drawings	Public conversations, on race, 200–201

Public libraries and librarians experiential learning in health	Religiously symbolic clothing, 359–360
information, <b>37–51</b>	Religious practice, role of information
finding and evaluating health	351–370
information, 41–44	Represented information
health information in, 40-41	compared to natural information,
See also Libraries	241-243, 333-334
	encoded or embodied, 244
Q	forms of, 334 <i>f</i>
Qualitative content analysis (QCA), 547	See also Information
Qualitative research, 120–123	Requisite variety, Law of, 251
Quantitative research, 135–136	Research methodologies, 134–137
Qureshi, A., 126	community-based participatory research, 20–21
R	constructivism, 357–358
Race and racial context	ethnography, 355–358
critical race methodology (CRM),	guided tours as, <b>511–534</b>
182–187	photo-diary studies, 535–567
public conversations, 200–201	qualitative research, 120–123
student cultural assets, 202–206	quantitative research, 135–136
Rambo, Lewis, 354	timeline drawings, 356–357
Rap, 177	See also Interviews
Reading	Resuscitation techniques, 319–320
as embodied activity, 413	Reyes, I., 124
embodied aspects of, 231	Rhymes
embodied practice, 429–430	See Songs and rhymes
as sociophysiological activity,	Rhythms of daily life, information
338–339	practices and, 558
Recipe contests, 466–467, 476, 477–478	Riding the Waves or Caught in the Tide?
Recipes	(IFLA Trend Report), 91, 98 Romdenh-Romluc, Komarine, 226
as corporeal information, 469–473	Rosa, J., 159–160, 163
as information artifacts, 477–483	Rosch, Eleanor, 258
See also Culinary texts	Rubenstein, Ellen, 10, <b>37–51</b>
Reckwitz, Andreas, 227	Rural areas, cell phones in Congo,
Recorded data	119–154
compared to interviews, 570	
human sexuality, 575–576	S
Kinsey Institute Library and Special	Sahn, Seung, 341
Collections, 571	Sainte-Marie, Buffy, 178–179
Reflective practicums, 5 Reflexivity, 529–530	Saldana, Johnny, 515–516
Regional Library of Uppsala, Sweden,	Sam, S., 124–125, 126
425	Sampling, ecological, 135, 136
Reification, 144–146	San Jose Public Library (California),
Reinvisioning the MLS: Issues and	61–62
Considerations (2015), 83–84	San Jose State University, 18–19, 62
Religious conversion, 357	Sarin, L.C., 83–84
See also Muslim converts	Savolainen, Reijo, 488–489, 490, 558
Religious identity, 355	Scaffolding-minds perspective, 411
Religious information behavior,	Schatzki, Theodore, R., 227–228
353–355	Schlosberg, D., 156
See also Information behavior	Schön, D., 5

School Library Media Programs (SLMP), 16–17	See also People living with HIV/ AIDS (PLWHA)
Schrader, A., 76	Service learning
Schrape, J.F., 159	defined, 20
Second Life, 97	in higher education, 7–9
Self-documentation collections,	The Sexual Behavior in the Human Femal
568-584	(1953), 569, 570
Self-efficacy, 295	The Sexual Behavior in the Human Male
Self-fashioning, 362–363	(1948), 569, 571
Self-monitoring, 292–294	Sexual fetishes, 576, 579–581
Self-presentation, 362–363	Shakur, Tupac, 182, 195, 211
Self-regulation, 295	Shankar, Saguna, 535–567
Self-regulatory technologies, 327	Shapiro, Laura, 484
Sen, K.A., 129–130, 147, 149	Sharing, as information behavior,
Sense of taste	389–390
See Taste (sense)	Shiflett. L.R., 63
Senses	Sight, as sensory information source,
impact of culture, 232–235	380–382
as sensory information source,	The Sight of the Social (2002), 228
383–384	Sillitoe, Alan, 329
sight as sensory information source,	Simmons, Ruth, 480
380–382	Situated cognition, 230–231
smell as sensory information source,	Situated information, guided tour as
385–386	research technique for, 511–534
social ranking of, 233–234	Skokie Public Library
taste as sensory information source,	goals for internship program, 26
472–473	internship partnership with
touch as sensory information	Dominican University SOIS,
source, 384–385	23–36
Sensorium, 234	interns work experience, 28–29
Sensory anthropology, 232	Skokie Public Library. Civic Lab, 170
Sensory-based information	SLA (Special Libraries Association).
in CPR training, 323–324	Competencies Task Force, 15
embodied knowledge and, <b>223–238</b>	SLMP (School Library Media
frequency of information behavior,	Programs), 16–17
379t	Smartphones
information behavior while grocery	incorporation of, 273–279, 279–283
shopping, 371–394	information behavior, <b>267–288</b> ,
information sources by sense, 379t	553–567
sources of, 380–387	as physical extension of body,
See also Information	552–556
Sensory communities, 234	statistics, 93, 101–102
Sensory order, 234	See also Cell phones; Mobile devices
Sensory socialization, 234	Smashman, 579–581
Sensory studies, 232–235	Smell, as sensory information source,
Sensuous self, 234	385–386
Serodiscordant couples	Smith, C.L., 156
defined, 443	SNAP (Supplemental Nutrition
demographic characteristics, 449 <i>t</i>	Assistance Program), 62
HIV and AIDS information, 442–465	Snow, Karen, 79
phenomenological interviews,	Sobshack, Vivian, 491, 493–495, 496,
448–451	500–501, 506, 508 <i>n</i>

Social cognitive theory, 294	Storytelling
Social constructionism, practice theory	counter-stories, 185–187, 192–194
and, 514–515	in CPR training, 321–323
Social constructivism, 3, 291	See also Anecdotes; Counter-stories
Social epistemology, 589	Strati, Antonio, 228
Social justice movements, 161–169	Stronger Hospital, 57
Socially distributed cognition, 230–231	Students of color
Social media	See People of color
altering narrative for NoDAPL	Success, measurement of, 78–79
movement, 163–169	Suchman, Lucy, 585
hyperconnectivity and activism, 158–160	Summer Food Service Program (SFSP), 62
NoDAPL movement, <b>155–175</b> statistics, 93	Supplemental Nutrition Assistance Program (SNAP), 62
usage by Chinese university	Surrealism, 405
libraries, <b>101–118</b>	Suspense
Social media change movements, 160	compared to intensity, 504
Social modality, 318, 326	expectation and intensity, 503–504
Social movement organizations,	Svenaeus, Fredrik, 459, 460
162–163	Swan, Laurel, 519
Social networks, 133	Swann's Way, 412–413
Social sciences, embodied information	Sweden
and, 586	early literacy programs, 422-441
Social spaces, 445	first aid and CPR training,
Sockalingam, S., 54	319–320
Solomon, P., 490	Swedish Lifesaving Society, 319,
Solórzano, D.G., 185, 207	326–327
Somatic career, 234	
Somatic work, 234	T
Songs and rhymes, 428–429	Tacit knowledge, 220
Soni, S.M., 53	characteristics of, 71–75
South China University of Technology	defined, 66
Library, 113	failures of, <b>66–90</b>
Special Libraries Association (SLA).	"inconvenient facts," 70–75
Competencies Task Force, 15	literature review, 75–76
Speech, as embodied information,	See also Knowledge
360–362	Taking the Library to Standing Rock,
Spiritual information behavior, 353–355	170
See also Information behavior	The Tao of Sexuality, 577
Spirituality, 452	Tasmanian Museum and Art Gallery,
Sport, information research, 337	511–512
Spradley, James, 515	Taste (sense), 383–384, 472–473
St. Jean, Beth, <b>289–314</b>	See also Senses
Standing Rock, North Dakota	Taylor, Alex S., 519
See Dakota Access Pipe Line	Taylor, C.B., 123–124
(DAPL) movement	Taylor, James, 337
Standing Rock Sioux, 157	Teachers as Cultural Workers (Freire),
Stegeager, N., 4	63
Stein, K., 55	Technologies of the self, 318–319
Stenstrom, C., 69	Tehrani, Jasmid J., 260
Sterelny, Kim, 261	Temporality, 491
Stone, W.P., 126	defined, 507

mobile information behavior,	U
558-559	Uexküll, Jakob von, 249–250
See also Time	Ultrarunning
Tencent, 103, 115	anecdotes of, 341, 342, 343f
Tetlock, P.E., 79	information research, 336–339
The Book of Changes (Yijing), 577,	understanding and information
578	constellations, <b>329–350</b>
Thematic analysis	Umwelt, 249–250
coding frame for photo-diaries and	Unconscious, new model of, 255–256
interviews, 565–566	Understanding
photo-diaries and interviews, 547,	conceptualization of, 330
549	as diversity of perspective, 332–333
Thematization, 273	information constellations and,
Thingification, 144–146	329–350
Think-aloud protocols, 517, 531 <i>n</i>	
Thinking dispositions, 281–282	through form and activity, 333–335
Thompson, Evan, 258	as a unifying concept, 331–336
Thomson, Leslie, 511–534	See also Knowledge United States. Centers for Disease
Thunderhawk, Madonna, 156	Control and Prevention, 59–60
Tianjin University Library, 112	United States. Office of Disease
Time	Prevention and Health
division of, 490–491	Promotion, 59
duration, 490	
information behavior and, 488–491	United States. Patient Protection and
nature of, 505–506	Affordable Care Act of 2010, 59 United States. Public Health Service, 40
subjective nature, 491	
	United States v. 31 Photographs, 495
See also Temporality Timeline drawings 356–357	University of British Columbia, 544
Timeline drawings, 356–357	University of Kansas Standing Rock
See also Illustrations and drawings	Teach-Ins, 170
Time (periodical), 495, 569–570	University of Malawi. College of
Todaro, Julie B., 67 Toddlers, early literacy programs,	Medicine Research and Ethics
422–441	Committee (COMREC), 450
	University of Michigan. School of
Tommasi, Luca, 248 Tongii University Library 108–100	Information, 24
Tongji University Library, 108–109	University of Oklahoma. Health
Toronto, Ontario, Muslim converts in, <b>351–370</b>	Sciences Center Library
	(OUHSC), 39
Touch, 384–385 See also Senses	University of Science and Technology
	of China Library, 108
Trace information, 335	University of Sheffield. Ethics
Transformative learning, 4	Committee, 450
Tribal Consultation, 157	University of Wisconsin at Madison, 17
Tribal Self-Governance Act of 1994,	Urban Institute/Center for What
156–157	Works, 78
Tribal sovereignty, 155–157	
Trueblood, Edward, 578–581	V
Turner, B.S., 445	van Dijck, J., 147
Twidale, Michael, <b>409–421</b>	van House, N., 410–411
2 Chainz, 191	van Manen, Max, 339, 341, 452, 458,
Type 2 diabetes	459
information behavior, 289–314	Vannini, Phillip, 234–235
mixed method study of information	Varela, Francisco J., 258
behavior, 295–298	Veterans for Standing Rock, 164–165

## 616 LIBRARY TRENDS/SPRING 2018

Chinese university libraries, 92–93

The View from Nowhere (1986), 333	library information services in
Village Phone, 133	China, <b>101–118</b>
Violence	Wella, Kondwani, <b>442–465</b>
in work of Bataille, Georges,	Wells, Herman B., 569
403–404	Wenger, Etienne, 364
in work of Otlet, Paul, 401	White, Jill, 10, <b>52–65</b>
Virtual internships, 18–19	Whole Foods, 382
See also Internships	WIC (Women, Infant, and Children),
Virtual reality, 497	62
Vision, 253–255	Willert, S., 4
See also Sight, as sensory	Witte, Stephen, 427
information source	Women
Visual design, of grocery stores, 381–382	relation with domesticity, 480–481
Vulcans, 419	roles in Canadian culture, 473–475
,	Women, Infant, and Children
W	(WIC), 62
Walsh, Andrew, 539	World Bank, 147
Walsham, G., 124	Writing technologies, 500–501
Warde, Alan, 471	Wuhan University Library, 108–109
Warhurst, C., 120	(valuar emversity Engrar), 100 100
	X
Waskul, Dennis, 234–235	
Water protectors, 157–158	Xiamen University Library, 109
Ways of Sensing (2014), 233	**
Web 2.0, 132	Y
Webber, Sheila, <b>442–465</b>	Yakhlef, Ali, 228, 429
The Web of Language, 425	Yijing Gonfu, 577
Websites	Yijing Journal Collection, 575, 577–579
Energy Transfer Partners, 167–168	Yijing (The Book of Changes), 577, 578
Morton County (ND) Sheriff's	Yosso, T.J., 185, 207
Department, 168f	
WeChat	Z
applications and account types,	Zhejiang University Library, 109, 112
103–104	Zhou, Liana, <b>568–584</b>