University of Florida  
Department of Health Education & Behavior  

HSC 6235 (Sec 17G8) – PATIENT HEALTH EDUCATION  
Fall 2015 Syllabus  
3 credit hours / online 

**Instructor:** Joy L. Rodgers, Ph.D., CHES  
**Office:** FLG 71  
**Office Phone:** 352-294-1807  
**Office Hours:** Tuesdays: 9 a.m. to 11 a.m. and 2 p.m. to 4 p.m.  
Wednesdays: 9 a.m. to 11 a.m.  
Other times by appointment  
**Email**: rodgersj@ufl.edu  

*Note: The best way to reach me is via the Inbox tool on the Canvas course website.*

**REQUIRED TEXT**  

**WHY THIS COURSE IS IMPORTANT (TO YOU AND THE COMMUNITY)**  
Patient Health Education will introduce you to the practice of patient education, with particular emphasis on behavior modification (i.e., the use of teaching, learning, and motivational theories to support patient adherence and outcomes). This course will focus on the role of the health educator in teaching patients to maintain optimal health and become independent in self-care activities. Course content will address the basic foundations of the health education process, the unique needs and characteristics of learners in the patient role, a survey of instructional strategies appropriate for health educators (i.e., teachers) and patients (i.e., learners), patient health literacy and its implications for health education programming, and health education evaluation methodology.

**COURSE LEARNING OBJECTIVES**  
Each module in this online course contains a series of student learning objectives adapted based on the following Responsibilities and Competencies for Health Education Specialists:

- Responsibility I: Assess Needs, Assets and Capacity for Health Education  
- Responsibility II: Plan Health Education  
- Responsibility VI: Serve as a Health Education Resource Person  
- Responsibility VII: Communicate and Advocate for Health and Health Education  

You will demonstrate proficiency of these skills in part by:

- Performing well on online quizzes and exams  
- Taking part in discussions and other assigned activities  
- Completing a patient health education project blog
INSTRUCTIONAL METHODS AND SUCCESS IN THIS COURSE

This course uses a combination of web-based video material and lectures; online student engagement, discussion, and reflection activities; and assigned readings. In addition to the required textbook readings, you also will be responsible for reading multiple scholarly publications. All supplemental readings are available through the course website. UF’s Canvas will be the official course management system for this course.

Patient Health Education is an online-delivered asynchronous distance education course. Asynchronous means that you will interact with the course material online on your own schedule during the time that has been allocated for this coursework. With this flexibility comes the demand for tremendous self-discipline and awareness of your work habits. Distance education courses can be deceptive in the time required to complete assignments in an exemplary manner by the stated deadlines.

Students commonly underestimate the time needed to complete the assigned readings assignments, and assessments within the posted time frames and deadlines. Part of this underestimation stems from the lack of regular face-to-face contact with me and with your classmates. Without this contact, some students seemingly “forget” they are enrolled in a course. If you have never taken a distance education course, let me know this is your first online course. I’m here to help but part of my ability to help involves communication from you.

Here are some things that you can do to be successful in this course:

1. Use a word processor when typing your discussion posting and other assignments instead of typing them directly into the course website. This will enable you to save your work in case of any unexpected technical glitches. You also will be able to use the spelling and grammar checkers before you submit your work.

2. Take ownership of your education and learning experience. Online courses are easy to ignore, so keep up with readings and assignments. Don’t wait until it’s too late to submit.

3. Be an active and engaged participant in class discussions and activities. Plan to be online five to seven times each week.

4. Complete readings and watch video lectures before submitting assignments. Doing so will give you a better foundation for making meaningful contributions to course discussions and also prepare you for the quizzes and exams.

5. Inform me whenever (a) a problem related to the class arises; (b) you feel the need to clarify questions; (c) you desire to further explore topics of particular interest.

ATTENDANCE AND DEADLINE POLICIES

You need to be aware that online learning can present significant challenges, particularly to individuals who are not self-starters or those who do not possess good time-management skills. The online classroom is available 24 hours a day. Unlike traditional instructional settings in which each student gets the same class, the online setting means that every student will participate in the course that he/she chooses to experience. In theory, this type of instruction should be more adaptable to a variety of learning styles. However, in practice, some students seem unwilling (all are believed to be able) to create and actively take part in their own virtual classroom. This often results in procrastination and low-quality performance. Everyone learns
differently, so prescribing a “best” approach is difficult. **Nevertheless, you should note that this course is not self-paced. You are expected to adhere to the course calendar and timeline.**

That said, I acknowledge that life happens – sometimes personal circumstances arise that may interfere with your ability to meet a deadline. If such an event does happen, please let me know as soon as possible. Retrospective requests for extensions without a compelling rationale for why these requests are being made will be met with less receptivity than proactive communication that gives me a head’s up on a potential conflict. Your messages generally will be responded to within 24 business hours. If you have a question or problem, email me immediately.

**COURSE POLICIES**

**Exams:** This course uses ProctorU, a proctoring service for the administration of exams. While this proctoring service is user-friendly, students must follow established guidelines for registering for and taking the exams:

1. Review the technical requirements for ProctorU at the website, [http://www.proctoru.com/tech.php](http://www.proctoru.com/tech.php). Additional points to keep in mind are that:
   - Exams will be administered between the hours of 9 a.m. and midnight (Eastern time), seven days a week.
   - No students will be allowed to take the exams without a webcam. Thus, a webcam and microphone must be in place during the test-taking period.
   - Exams may be taken in a student’s home. However, no other people are allowed to be in the same room during the time the student is taking the exam. Thus, students must arrange to take the exam in a setting where no one else is present.
   - Students will need administrative rights to the computers they are using for the exams to enable the proctoring service to function. This means students will unlikely be able to use a public computer to take the exams.
2. Register with ProctorU at [http://www.proctoru.com/getstarted.php](http://www.proctoru.com/getstarted.php). Registration and log-in instructions are provided on the ProctorU website. While the exams will be administered through the Canvas course website, only a ProctorU representative will be able to open the exams. Therefore, registering for the exams in advance is necessary to ensure exam access in a timely manner.
3. Once students receive their Login IDs, they may go to [http://go.proctoru.com](http://go.proctoru.com) to schedule their exams.
4. Students must schedule their exams **72 hours (three [3] days) before** the assigned exam date opens to avoid paying a late fee.
5. Questions about scheduling an examination or how an examination is proctored should be directed to Owen Beatty, distance education and outreach coordinator, at beattvo@hhp.ufl.edu or 352-294-1615. The scheduling and proctoring of exams fall outside the instructor’s control. Thus, problems and concerns associated with the service cannot be addressed by the instructor. Issues related to the proctoring service should be directed to Owen Beatty at the e-mail and phone number provided.

All student inquiries regarding quiz and exam questions will be fielded following the initial grading of each assessment. If you have questions about specific examination questions, you will be asked to (a) describe your concern(s) in writing and (b) formally submit your inquiry to me.
Please send an email to me with any specific quiz/test-related concerns. All emails should be sent within 24 hours of completing the quiz or exam. I will evaluate the validity of each student concern and take appropriate action as needed (e.g., send a written response to the student, modify the course grade if the student inquiry is found to have sufficient merit).

**Make-up Policy:** If you fail to submit either a quiz or exam on-time, you will be provided an opportunity to submit after the deadline only if you have provided an acceptable reason for missing the deadline. Decisions to allow students to make-up quizzes/exams after the deadline will be made by me after consulting the university-wide attendance policies specified in the UF Undergraduate Catalog (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx).

**Assignment Policy:** You are expected to do your best work on all course assignments. It is assumed that students will put forth their best effort on all course assignments to get the best results from the course. **All module assignments are due by 11:55 PM EST on the date specified on the syllabus. Assignments will not be accepted late.** You are advised to make back-up copies of all work and submit your work early to prevent technical issues from precluding successful submissions.

**Communications:** For personal communication with me, send messages using the Inbox tool on the Canvas course management system. Mail inquiries received Mondays through Thursdays will usually receive a reply within 24 hours of receipt. Messages sent after 4 p.m. on Thursdays and/or during the weekends will most likely receive a reply the following Monday. Refer to the Message Etiquette policy of this syllabus for more information on proper email format and protocol.

Additionally, you should make a point to regularly check for course-related notices via the Announcement tool on the Canvas course website. To “regularly check” means as often as possible, or at least twice a week. Students who fail to keep up with posted Announcements risk missing important information related to the course, including possible changes in assignment due dates.

**Message Etiquette:** Professionalism is expected of all students. Thus, you should use proper etiquette when sending emails. This includes an appropriate “Subject” heading, a proper greeting/salutation, grammatically correct message body, and a proper closing. For example:

**Subject Heading:** Marketing Video Activity

**Greeting/Salutation:** Hello Dr. Rodgers,

**Message Body:**
I was unclear about the Health Literacy Activity for this week’s assignment. Are there any previous examples of this activity you could share with the class?

**Closing:**
Thank you!

**Name:**
Your name
HSC 6235, Fall 2015
Inappropriate emails or messages that lack proper etiquette will be returned with a suggestion to revise and re-send.

**Recommendations:** I will consider preparation of a recommendation only for those students who are actively engaged in class activities and discussions. Recommendations may be provided for graduate programs, professional schools, internships, scholarships, and jobs only after the student asks for such in an appropriately worded email. The student must provide all required information for me to write an appropriate recommendation. This includes, but may not be limited to: recommendation forms provided by the agency involved; deadlines/due dates for the recommendation; contact information and address for submitting recommendation; resume; and possibly, a draft letter that outlines experience and qualifications for the position sought. Additionally, students should keep in mind that recommendations cannot be provided on short notice, so be sure to plan requests for recommendations to give sufficient time for preparation.

**Technology:** For this course, you will need Internet connection (DSL, LAN, or cable connection desirable) and access to the University of Florida’s course management system Canvas. You are expected to be proficient in working in Canvas. Several video tutorials on how to use the various tools within Canvas are available for viewing through the Help Center in Canvas. I strongly encourage you to become familiar with the Canvas course tools to ensure the best experience possible. If you need more personal assistance with the Canvas course tools, contact the UF Computing Help Desk at 352-392-4357.

**UNIVERSITY OF FLORIDA POLICIES**

**Accommodating Students With Disabilities:** Students requesting accommodation for disabilities must first register with the Dean of Students Office (DSO) (http://www.dso.ufl.edu/drc/). The DSO will provide documentation to the student who must then give this documentation to the instructor when requesting accommodation. Students must submit their documentation to the instructor before turning in assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the DSO as soon as possible in the term for which they are seeking accommodations. The deadline to submit accommodations paperwork to the instructor is 4 p.m. on August 31, 2015.

**Academic Misconduct:** Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php.

**Online Course Evaluations:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester but you will be notified when they are open. Summary results of these assessments are available at: https://evaluations.ufl.edu/results/.

**GETTING HELP**

For issues with technical difficulties for Canvas, contact the UF Help Desk at:

- Learning-support@ufl.edu
Patient Health Education (HSC 6235)
Fall 2015 Syllabus
Dr. Joy L. Rodgers

- (352) 392-HELP – select Option 2
- https://lss.at.ufl.edu/help.shtml

Any requests for make-ups due to technical issues must be accompanied by the ticket number received from LSS when the problem was reported. The ticket number will document the time and date of the problem. Students must contact the instructor within 24 hours of the technical difficulty if they wish to request a make-up.

Other resources are available at http://www.distance.ufl.edu/getting-help for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

COURSE REQUIREMENTS AND GRADES

Grades will be determined based on your performance on the following activities:

1. **Student Introductions and Digital Photo Upload (10 points; photo, 5 points; introductions, 5 points)**
   A challenge of online learning environments is engagement between and among students. One way to promote social interaction and communication that will help pave the way for increased participation is through formal introductions. Students are expected to introduce themselves to the class by answering a number of prompts (questions) aimed at getting our conversations going. Additionally, students are required to upload a digital photo of themselves to their bio pages on the Canvas course website. The photo must be of decent quality (in focus, not blurry), with no other person in the photo. A head shot will work best in the thumbnail space provided on the bio page.

2. **Quizzes (100 points; 4 @ 25 points each)**
   You must complete four (4) open-note online quizzes. The quizzes will ask “true/false” and/or “multiple choice” questions to assess your understanding of the material in the designated modules. Each quiz will be worth 25 points, and you will have up to 25 minutes to complete each quiz. Automated feedback will be provided immediately following the quiz so that you can view the questions and correct answers to all of the questions. Please note that you are not responsible for reading all of the chapters included in the course textbook; rather, chapters that are important to read in order to achieve the student learning objectives set for the course have been purposely selected. Therefore, please read each included chapter carefully and critically. Pay close attention to bolded keywords, key themes, tables, and figures as you read. Taking personal notes while reading each chapter and listening to the video lectures will help you prepare for and to do well on each module quiz. No make-up quizzes will be given unless arrangements are made before the quiz due date.

3. **Learning Style Quiz and Discussion (25 points)**
   You will complete the VARK Questionnaire and Eutopia assessment of personal learning styles. Once you complete the assessments and receive feedback on what type of learner
you are (i.e., your learning style), submit a discussion post responding to the following questions:

a. Are you surprised by what type of learner you were labeled?
   b. Do you agree/disagree with the assessment outcomes?
   c. Do you think you would try and teach others in the way(s) that you learn best?
   d. How will knowing your learning style influence how you learn and teach?

4. Discussion Board Assignments (120 points; 8 @ 15 points each)
   You will contribute posts to online class discussion forums throughout the semester. These discussions will be related to articles provided by the course instructor that will be posted to the HSC 6235 course Discussion Board in Canvas. Articles will be directly related to the current course lectures, readings, materials, etc. Each student will be responsible for:

   • Making posts on eight (8) separate online discussion forums that will be made available on the HSC 6235 Discussion Board in Canvas. Each of these posts should be a maximum of 250 words. This is an opportunity for the instructor to gauge student learning and application of course material. Posts should be thoughtful and not simply a restatement of what was read (use critical thinking skills!). It is expected that students will reference course material and/or readings when developing their own personal posts.
   • Responding (thoughtfully) to one post generated by at least two classmates on all eight (8) online discussion boards. Each of these posts should be a maximum of 150 words. Reactions should be in your own words, based on what you have learned, and should ask questions or provide solutions to questions/issues raised by other students enrolled in the course.

Therefore, a total of eight (8) posts and sixteen (16) responses will be required of each student throughout the course of the semester. Stated differently, you must post a comment or question about a selected article on eight (8) distinct online discussion boards, AND you must respond to a post made by at least two of your classmates on each of the eight (8) distinct online discussion boards. You can earn a maximum of 15 points for each set of posts/responses.

See the “Course Schedule” section of the syllabus for the due dates/times for each post/response. Remember, posts and responses should represent original thoughts and ideas that reflect your mastery of course material. All content posted on each discussion board should follow “Netiquette: Communication Courtesy” guidelines.

5. Exam Review Questions (30 points; 2 @ 15 points each)
   You will develop and submit five questions and corresponding answers for each of the two exams. I intend to pool your submitted questions and responses with questions from other students to develop a review packet for the exams. The following question formats should be represented in each set of items submitted:

   a. Multiple Choice – 3 items
   b. True/False – 2 item
6. Exams (150; 2 @ 75 points each)

You will complete two exams, each covering course material presented in the course modules on the HSC 6235 course website within Canvas. The first exam will cover course material from Modules 1-3, and the second exam will cover course material from Modules 4-6. Please refer to the “Course Schedule” section of the syllabus for more details. Exams may include multiple choice or true/false questions. The second exam will NOT be cumulative.

7. Patient Education Blog (100 points total)

You will create a blog designed to serve as a teaching/learning resource for a specific disorder or condition of your choosing. A blog is a type of website that is maintained by a single author or group of contributors. It is a collection of entries of commentary, news or descriptions of events, and may include text, links, photos, or videos. Each student will develop their own unique blog, which will consist of at least five (5) distinct posts that are centered on one assigned condition. The condition that is assigned to you will depend on the first letter of your last name (e.g., if your last name is Anderson, you will be developing a blog on Alzheimer’s). Please see the following chart to determine which health condition you are assigned:

<table>
<thead>
<tr>
<th>A: Alzheimer’s Disease</th>
<th>H: Hypertension</th>
<th>O: Osteoporosis</th>
<th>V: Vertigo</th>
</tr>
</thead>
<tbody>
<tr>
<td>B: Breast Cancer</td>
<td>I: Inflammatory Bowel disease</td>
<td>P: Parkinson’s Disease</td>
<td>W: Testicular Cancer</td>
</tr>
<tr>
<td>C: Celiac Disease</td>
<td>J: Juvenile Rheumatoid Arthritis</td>
<td>Q: Cystic Fibrosis</td>
<td>X: Angina</td>
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<tr>
<td>D: Diabetes</td>
<td>K: Kidney Stones</td>
<td>R: Rosacea/Adult Acne</td>
<td>Y: Angina</td>
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<tr>
<td>E: Epilepsy</td>
<td>L: Tuberculosis</td>
<td>S: Shingles</td>
<td>Z: Erectile Dysfunction</td>
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<tr>
<td>F: Food Allergies</td>
<td>M: Multiple Sclerosis</td>
<td>T: Toxic Shock Syndrome</td>
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<tr>
<td>G: Gastric Reflux</td>
<td>N: Narcolepsy</td>
<td>U: Urinary Incontinence</td>
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</table>

The blog should be written as a patient resource and include five distinct posts related to various educational topics (e.g., self-management tips, educational material, links to national agencies, and contact information for local support systems). Each of the five posts should be approximately 200-500 words in length. You may approach the open-ended posts in a number of ways, but one thing should be constant throughout all of your posts. They should be designated to be a useful/helpful/informative patient health education resource for an individual (and family members) who suffer from the unique condition you are assigned. Additional details on this assignment as well as a detailed grading rubric will be provided at the appropriate time on the Canvas course website.
Grade Adjustments: It is unethical and a violation of the UF Student Honor Code to request an unjustifiable grade adjustment (UF Student Honor Code: “Conspiracy to Commit Academic Dishonesty”). Under no circumstances will I “round up” a grade (an 89.99% is a B+), nor will I offer extra credit. Also, I only discuss grades face-to-face (never via email or phone) to protect student privacy. **Note:** If a grade input error occurs, you should notify me as soon as possible. I will examine the Canvas grade to determine whether a calculation error has occurred. If an error occurred, the grade will be adjusted.
## TENTATIVE* CLASS SCHEDULE
*Subject to change

<table>
<thead>
<tr>
<th>Weeks (Begin Mon)</th>
<th>Module Number</th>
<th>Module Topic</th>
<th>To Do Lists</th>
<th>Due Dates/Assignments by 11:55 p.m. EST</th>
</tr>
</thead>
</table>
| Aug. 24 Aug. 31   | 1             | Course Introduction Education In Health Care | 1. Read Start Here & Course Syllabus  
2. Read Text Chs 1 & 2  
3. Watch lectures  
4. Read articles for Discussions 1 & 2  
Assignments:  
- Digital Photo Upload and Introductions  
- Discussion 1: The Need for Patient Education  
- Discussion 2: Patients’ Rights  
- Quiz 1 | • Aug. 28 (Friday):  
Digital Photo Upload  
Student Introductions  
• Sept. 4 (Friday):  
Discussion 1  
• Sept. 9 (Wednesday):  
Quiz 1  
• Sept. 11 (Friday):  
Discussion 2 |
| Sept. 14 Sept. 21 | 2             | Theoretical Foundations | 1. Read Text Chs 3 & 6  
2. Watch lectures  
3. Read articles for Discussion 3  
Assignments:  
- Blog Post 1  
- Discussion 3: Why We Need Theory  
- Quiz 2 | • Sept. 16 (Wednesday):  
Blog Post 1  
• Sept. 18 (Friday):  
Discussion 3  
• Sept. 23 (Wednesday):  
Quiz 2 |
| Sept. 28 Oct. 5   | 3             | Determinants of Learning | 1. Read Text Ch 4  
2. Watch lectures  
3. Read article for Discussion 4  
Assignments:  
- Blog Post 2  
- Learning Style Quiz Discussion  
- Discussion 4: Focusing on How Patients Learn  
- Exam 1 Questions | • Sept. 30 (Wednesday):  
Learning Style Quiz Discussion  
• Oct. 7 (Wednesday):  
Blog Post 2  
• Oct. 7 (Wednesday):  
Exam 1 Questions  
• Oct. 9 (Friday):  
Discussion 4 |
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<tr>
<th>Oct. 12</th>
<th>Exam 1 (Mods 1-3; Chs 1-4 &amp; 6)</th>
<th>Exam 1 (Mods 1-3; Chs 1-4 &amp; 6)</th>
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<tbody>
<tr>
<td>Oct. 19</td>
<td>4 Developmental Stages</td>
<td>1. Read Text Ch 5</td>
<td>Oct. 14 (Wednesday): Exam 1</td>
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<td>Oct. 26</td>
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<td>2. Watch lectures</td>
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<td>3. Read articles for Discussion 5</td>
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<td>Oct. 26</td>
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<td>2. Watch lectures</td>
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<td>3. Read articles for Discussion 6</td>
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<td>Assignments:</td>
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<td>Nov. 2</td>
<td>6 Evaluation &amp; Technology</td>
<td>1. Read Text Chs 13 &amp; 14</td>
<td>Oct. 23 (Friday): Discussion 5</td>
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<td>Nov. 9</td>
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<td>2. Watch lectures</td>
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<td>Nov. 16</td>
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<td>3. Read articles for Discussions 7 &amp; 8</td>
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<td>Nov. 23</td>
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<td>Assignments:</td>
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<td>Nov. 30</td>
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<td>Dec. 7</td>
<td>Exam 2 ( Mods 4-6; Chs 5, 7, 10, 13-14)</td>
<td>Exam 2 ( Mods 4-6; Chs 5, 7, 10, 13-14)</td>
<td>Dec. 9 (Wednesday): Exam 2</td>
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