Patient Health Education (HSC 6235)
Summer A 2016 Syllabus
Dr. Joy L. Rodgers

University of Florida
Department of Health Education & Behavior

HSC 6235 (Sec 0114) – PATIENT HEALTH EDUCATION
Summer 2016 Syllabus
3 credit hours / online

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Office Hours: By appointment
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*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
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. (Note: Word documents are required for submission of all activities.)
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 (see Communication under Course Policies heading). 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 login 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 beattyo@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.
Quiz/Exam Question Inquiries: All student inquiries regarding quiz and exam questions will be fielded following the initial grading of each assessment. If you have questions about specific quiz or 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/exam-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 Quizzes/Exams: 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 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.

Grade Appeals/Inquiries: You are responsible for reviewing all graded assignments, discussions, quizzes and exams when they are returned. After release of grades on assignments and discussions, you have three days to appeal the grade with me. After three days, a grade will not be changed. Note: No exceptions will be made to this policy. Also, see the earlier section on Exam/Quiz Question Inquiries for related policy information.

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 three times 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 additional resources I could seek out to help with this task?

Closing:
Thank you!

Name:
Your name / HSC 6235, Summer 2016

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 reasonable 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 May 11, 2016.

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. You will be notified when evaluations 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
- (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. Activity Assignments (60 points; 4 @ 15 points each)
   A number of individual activities are required for this course. These activities will supplement information covered in video lectures, assigned chapter readings, and discussions. Each activity is designed to apply and/or reinforce skills and knowledge required of health professionals providing patient education. Due dates for activities are final; no late assignments will be accepted without appropriate documentation of a medical or family emergency. Students who fail to submit an activity by the assigned deadline will receive a zero (0) in the gradebook. The deadline for Activities is 10 p.m. on the date listed in the course schedule.

2. Discussion Board Assignments (75 points; 5 @ 15 points each)
   Course discussions are key to being an active participant in this course. Students are expected to engage in graded discussions by responding to specific prompts provided in each module and giving feedback on posts made by classmates. While discussions are designed to promote classroom interaction among students, deadlines for posting and responding to discussion prompts must be followed to receive credit for the discussions. The deadline for Discussions is 10 p.m. on the date listed in the course schedule.

3. Quizzes (100 points; 4 @ 25 points each)
You must complete four (4) open-note online quizzes. The quizzes will ask “matching,” “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 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 each quiz. No make-ups given without prior arrangements before the quiz due date.

4. Exams (150; 2 @ 75 points each)
You will complete two exams, each covering course material presented in the course modules on the HSC 4233 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 matching, multiple choice or true/false questions. The second exam will NOT be cumulative. **NOTE:** Exams are proctored. Refer to “Exams” section under “Course Policies” of this syllabus for information on exam registration with ProctorU.

5. Project: Patient Health Education Fact Sheet (50 points)
You will research a specific health condition and create a fact sheet designed to serve as a teaching resource for health educators or a learning tool in a population in a specific stage of development. Your fact sheet will be unique (your own creation, based on appropriate, credible sources that are correctly cited) and address a specific health condition or issue. **Note:** You must get instructor approval for target audience and condition by or before the deadline listed in the course schedule.

### GRADING SCALE (Out of 435 points)

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percentage</th>
<th>Points</th>
<th>Letter</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A ☺</td>
<td>100.0-90.0</td>
<td>435.00-391.50</td>
<td>C+</td>
<td>79.9-77.0</td>
<td>347.99-334.95</td>
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<tr>
<td>B+</td>
<td>89.9-87.0</td>
<td>391.49-378.45</td>
<td>C</td>
<td>76.9-70.0</td>
<td>334.94-304.50</td>
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<tr>
<td>B</td>
<td>86.9-80.0</td>
<td>378.44-348.00</td>
<td>D</td>
<td>66.9-60.0</td>
<td>304.49-261.00</td>
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<td>E ☹</td>
<td>≤ 59.9</td>
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**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>Week/Dates</th>
<th>Module Number</th>
<th>Module Topic</th>
<th>“To Do” Lists</th>
<th>Due Dates/Assignments by 10:00 p.m. EST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 May 9-14</td>
<td>1</td>
<td>Course Introduction Education In Health Care</td>
<td>1. Read Start Here &amp; Course Syllabus 2. Read Text Chs 1 &amp; 2 3. Watch lectures (Dr. Adam Barry) Assignments: • Activity 1: Barriers and Obstacles to Learning • Discussion 1: Ethics in Patient Education • Quiz 1</td>
<td>• <strong>May 11 (Wed.):</strong> Activity 1 • <strong>May 12 (Thurs.):</strong> Discussion 1 • <strong>May 13 (Fri.):</strong> Quiz 1</td>
</tr>
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<td>2 May 15-21</td>
<td>2</td>
<td>Theoretical Foundations</td>
<td>1. Read Text Chs 3 &amp; 6 2. Watch lectures (Dr. Adam Barry) Assignments: • Activity 2: Applying Learning Theories • Quiz 2</td>
<td>• <strong>May 18 (Wed.):</strong> Activity 2 • <strong>May 20 (Fri.):</strong> Quiz 2</td>
</tr>
<tr>
<td>3 May 22-28</td>
<td>3</td>
<td>Determinants of Learning</td>
<td>1. Read Text Ch 4 2. Watch lectures (Dr. Adam Barry) Assignments: • Activity 3: Assessing Learning Needs • Discussion 2: Prioritizing Learning Needs</td>
<td>• <strong>May 25 (Wed.):</strong> Activity 3 • <strong>May 26 (Thurs.):</strong> Discussion 2</td>
</tr>
<tr>
<td>3 May 23-27</td>
<td></td>
<td>Exam 1 ( Mods 1-3; Chs 1-4 &amp; 6)</td>
<td><strong>Exam 1</strong> <em>(Mods 1-3; Chs 1-4 &amp; 6)</em> *Exam 1 opens at 9 a.m. May 23 (Monday) closes at 11:55 p.m. May 27 (Friday). You must register with ProctorU to take the exam within this time frame and complete the exam by the 11:55 p.m. May 27 (Friday) deadline.</td>
<td>• <strong>May 23-27: Exam 1</strong></td>
</tr>
<tr>
<td>Week/Dates</td>
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| 4 May 29-       | 4             | Developmental Stages| 1. Read Text Ch 5  
2. Watch lectures (Dr. Adam Barry)  
Assignments:  
• Project Fact Sheet Topic Selection  
• Discussion 3: Developmental Stages of the Learner  
• Quiz 3 | • June 1 (Wed.):  
Project Topic  
• June 2 (Thurs.):  
Discussion 3  
• June 3 (Fri.):  
Quiz 3 |
| June 4          |               |                      |                                                                               |                                        |
| 5 June 5-11     | 5             | Health Literacy      | 1. Read Text Chs 7 & 10  
2. Watch lectures (Dr. Adam Barry)  
Assignments:  
• Activity 4: Literacy in the Adult Client Population  
• Discussion 4: Behavioral Objectives  
• Quiz 4 | • June 8 (Wed.):  
Activity 4  
• June 9 (Thurs.):  
Discussion 4  
• June 10 (Fri.):  
Quiz 4 |
| 6 June 12-17    | 6             | Evaluation & Technology| 1. Read Text Chs 13 & 14  
2. Watch lectures (Dr. Adam Barry)  
Assignments:  
• Project: Patient Health Fact Sheet  
• Discussion 5: Evaluating Health-Related Websites | • June 15 (Wed.):  
Project Fact Sheet  
• June 16 (Thurs.):  
Discussion 5 |
| 6 June 13-17    |               | Exam 2               | Exam 2 ( Mods 4-6; Chs 5, 7, 10, 13-14)  
**Exam 2 opens at 9 a.m. June 13 (Monday) and closes at 11:55 p.m. June 17 (Friday). You must register with ProctorU to take the exam within this time frame and complete the exam by the 11:55 p.m. June 17 (Friday) deadline. | • June 13-17:  
Exam 2** |