Patient Health Education
HSC 6235
3 credit hours
Spring 2017

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Course Website: http://lss.at.ufl.edu


Course Description: This course provides an introduction to theories that apply to the practice of patient education in a variety of health care settings. Emphasis is placed on education for health promotion and lifestyle changes. Additionally, this course aims to provide a critical overview of the U.S. health care industry.
Purpose of Course: 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 optimally 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 that are 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.

Student Learning Objectives: Each module contains eight (8) 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 & Health Education

By the end of this course, students will be able to:

**MODULE 1: EDUCATION IN HEALTH CARE**

1. Define the purpose, goal, and benefits of patient education.
2. Identify select social and economic factors influencing patient education.
3. List and describe four (4) basic elements of the patient health education process.
4. Identify barriers that inhibit the patient health education process.
5. Discuss the health care shift from disease-orientation to prevention-orientation.
6. Compare and contrast the terms *ethical* and *moral*.
7. Identify six (6) major ethical principles guiding patient health education practice.
8. Discuss nine (9) historical events between 1932 and 1997 that led to the adoption of formal protections for patients and individuals involved in health-related research.

**MODULE 2: THEORETICAL FOUNDATIONS**

1. Discuss five (5) core learning theories.
2. Describe how learning theories are used to change knowledge, attitudes, beliefs, and behaviors.
3. Identify and describe how personal attributes, environmental influences, and relationship systems influence learner motivation.
4. List and describe the five (5) motivational axioms.
5. Describe eight (8) strategies used to facilitate patient motivation and compliance.
6. Discuss three (3) core health behavior theories used in patient health education.
7. Identify and discuss six (6) comprehensive parameters for motivational assessment of learners.
8. Discuss the importance of motivational strategies, including Keller’s Attention, Relevance, Confidence, and Satisfaction (ARCS) of Motivational Design.

MODULE 3: DETERMINANTS OF LEARNING

1. Summarize the importance of conducting a learner needs assessment.
2. List and describe five (5) steps in the assessment of learner needs.
3. Identify and discuss three (3) criteria for prioritizing learner needs.
5. Compare and contrast the terms learning needs, readiness to learn, and learning styles.
6. Describe the following four (4) types of readiness to learn: Physical Readiness, Emotional Readiness, Experiential Readiness, and Knowledge Readiness.
7. List six (6) learning style principles.
8. Discuss the following theories of learning styles: Dunn & Dunn, Jung & Myers-Brigg, Kolb’s Cycle of Learning, and Gardner’s 7-types of Intelligence.

MODULE 4: DEVELOPMENTAL STAGES

1. Discuss the importance of identifying the developmental stage of a learner.
2. Define what is meant by a teachable moment.
3. Describe physical, cognitive, and psychosocial factors affecting the development of infants and toddlers, preschoolers, and adolescents.
4. Describe different teaching strategies for short- and long-term learning for infants and toddlers, preschoolers, and adolescents.
5. List and describe six (6) adult learning principles.
6. Describe physical, cognitive, and psychosocial factors affecting the development of young, middle-aged, and older adults.
7. Describe different teaching strategies for short- and long-term learning for young, middle-aged, and older adults.
8. Discuss the role of family in patient education.

MODULE 5: HEALTH LITERACY

1. Define the terms literacy, illiteracy, health literacy, readability, comprehension, and numeracy.
2. Describe the magnitude of the literacy/health literacy problem in the U.S.
3. Outline various teaching strategies useful for educating clients with marginal literacy skills.
5. Explain the impact of health illiteracy and low health literacy on patient
motivation and compliance with healthcare regimens.
6. Discuss common myths and assumptions about people who have low health literacy.
7. Identify specific formulas used to analyze readability of print-based health education materials.
8. Identify tests used to assess reading skills and comprehension of patients.
9. Define three domains of learning relevant to patient health education.

MODULE 6: EVALUATION & TECHNOLOGY

1. Define *evaluation* as it relates to patient health education.
2. Identify five (5) components of evaluation in patient health education.
3. Distinguish between the five (5) common types of evaluation: *process, content, outcome, impact,* and *program*.
4. Discuss the implications of the Information Age on patients and the patient health education process.
5. Identify ways in which resources on the Internet and social media can be incorporated into patient health education.
6. Describe two (2) drawbacks of using technology to implement patient health education.
7. Discuss three (3) categories of barriers to conducting evaluation in patient health education.
8. Describe two (2) best practice approaches to reporting results from an evaluation.

My Teaching Philosophy: Teaching involves more than merely disseminating accurate scientific information; it involves the expression of concepts, theories, and ideas in such a way to galvanize each student’s individual desire to learn. Real learning is grounded in deep comprehension, retention, and application of information, which enhances empowerment and self-esteem, thereby boosting courage and self-confidence for growth. I make a concerted effort to understand the diversity of my students, and teach what I believe to be essential for my students to activate their professional potential and take their respective places as productive members of the health education profession. I take a student-centered approach to active learning centered around three goals: (1) familiarize students with health education principles and methods in a non-threatening environment; (2) create a forum for learning where students can critically think about, interpret, and apply knowledge in real world settings; and (3) inspire students to further investigate their own personal interests and actualize their potential for intellectual development. I adapt my teaching styles to achieve discrete learning objectives set for each course that I teach. To achieve these objectives requires planning, effort, reinforcement, and perseverance by both teacher and student. I employ both conventional and emerging instructional strategies in innovative ways to connect with students to make content both compelling and relevant. Therefore, I encourage students to be active participants in the learning process.
Instructional Methods: HSC 6235 will be delivered to students using a combination of: (a) web-based video material/lectures; (b) online student engagement, discussion, and reflection activities; and (c) assigned readings. In addition to the required textbook readings, you will also be responsible for reading multiple scholarly publications. All supplemental readings are available through the course website. The University of Florida (UF)’s Canvas course management system will be used to deliver this distance education course. See the Course Schedule below for when all assignments are due.

This is an asynchronous distance education course delivered online. Asynchronous means that you will interact with the course material online on your own schedule during the time you allocate to complete this coursework. With this tremendous flexibility comes the demand for self-discipline and awareness of your work habits. Remember it is very easy and very common for students to underestimate the time needed to complete assigned readings, assignments, and assessments within a given time frame. Please allow yourself plenty of time to complete all course readings, assignments, and assessments.

Course Policies:

Attendance Policy: Students 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 to you 24 hours a day. Unlike traditional instructional settings where each student gets the same class, online learning allows students to 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. The reality is, however, that some students seem unwilling (we believe ALL are able) to create and actively participate in their own virtual classroom. This often results in procrastination and low quality performance. Recognizing that everyone learns differently, I’m not going to prescribe the ‘best way’ to approach the course. You should note, however, that this course is not self-paced. You are expected to adhere to the class calendar and timeline that we have developed for you (see Course Schedule below). I do recognize that personal circumstances arise (life happens!) may interfere with your ability to meet a deadline. If unanticipated events do occur, please let me know as soon as possible. I will not be receptive to retrospective requests for extensions without a compelling rationale for why these requests are being made. Your emails will be responded to within 12-24 business hours (Monday-Friday). Anytime you have a question or problem, email the course TAs immediately.

For UF policies and procedures regarding dropping and/or withdrawing from all graduate courses on campus, please refer to the guidelines posted on the following UF website: [http://gradcatalog.ufl.edu/index.php](http://gradcatalog.ufl.edu/index.php)

Exam Policy: It is recommended that students have the exams proctored through ProctorU (UF’s approved online proctoring service). Students are expected to follow step-by-step procedures provided on the ProctorU handout (available on the course
website). This handout provides detailed directions regarding how to register for your examinations. Students using the ProctorU service will need their own home computer and webcam. Although NOT recommended, students may also elect to have the exams administered at an approved off-site testing center. Approved proctoring sites usually are limited to a testing center at another state college (i.e., Sante Fe College), college, or university. Any changes made to the date/site of the off-site testing center option MUST be approved by the instructor at least seven (7) days prior to the exam day.

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

**Assignment Policy:** Students are expected to do their 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 (See Course Schedule). Assignments will not be accepted late. Students are advised to make back-up copies of all work and submit their work early to prevent technical issues from precluding successful submissions.

**Course Technology:** The content presented in this version of HSC 6235 is the property of UF and may not be duplicated in any format without the expressed written consent of the College of Health and Human Performance, and may not be used for any commercial purposes. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

For issues related to technical difficulties with Canvas, please contact the UF Computing Help Desk at:

_E-learning technical support_, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. [https://lss.at.ufl.edu/help.shtml](https://lss.at.ufl.edu/help.shtml).

**Make-up Policy:** If a student fails to submit either a quiz or exam on-time, they will be provided an opportunity to submit after the deadline provided that they have an acceptable reason for missing the deadline. Decisions to allow students to make-up quizzes/exams after the deadline will be made by the course instructor after consulting the university-wide attendance policies specified in the UF Undergraduate Catalog ([https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)).
** Please note that any requests for make-up assignments and exams due to technical issues MUST be accompanied by the ticket number received from the UF Technology Help Desk when the problem was reported. The ticket number will document the date and time that the problem was experienced. **You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.**

**UF Policies:**

University Policy on Accommodating Students with Disabilities:
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Policy on Academic Misconduct: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (http://www.dso.ufl.edu/scrc/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Netiquette: Communication Courtesy: All members of this class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. I expect that students will show respect to their peers and instructor in all online communications. Improper language and/or disparaging comments will NOT be tolerated and will result in disciplinary action. See the following link for information on behaviors that are expected when students use online communication to interact with their peers and instructors: http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Getting Help:

UF recognizes that pursuit of a degree by taking online courses requires just as much student support as pursuit of a traditional on-campus degree. Therefore, online students taking distance learning courses are provided the same student support services.
Other resources are available at http://www.distance.ufl.edu/getting-help for:

- **Online Library Help Desk**
  The help desk is available to assist students with access to all UF Libraries resources.

- **Disabilities Resource Center**
  If you have a physical, learning, sensory or psychological disability, please visit the UF Disabilities Resource Center website for more information.

- **Counseling and Wellness Center**
  Would you like to speak to a counselor about a problem that you are having? Please visit the UF counseling and wellness center website for more information.

- **Dean of Students Office**
  Do you need help resolving a conflict or would you like access to the student code of conduct? Visit the UF Dean of Students website for more information.

- **U Matter, We Care**
  Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

- **Sexual Assault Recovery Services (SARS)**
  Student Health Care Center, 392-1161.

- **University Police Department**, 392-1111 (or 9-1-1 for emergencies). http://www.police.ufl.edu/


- **Library Support**, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.

- **Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. http://teachingcenter.ufl.edu/

Grading Policies:
Information on current UF grading policies for assigning grade points can be found at https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx. If you have questions about course expectations or the grading procedures, or if you have difficulty accessing or understanding the course content, please contact the course TA immediately.

Please Note: Remember, work that is submitted late will be NOT BE ACCEPTED. The grade you receive at the end of the semester is the grade that you earn. Your grade will be determined based upon your performance on the following activities and assessments:

1. **Quizzes (100 points; 4 @ 25 points each)**
   Each student must complete four (4) open-note online quizzes. The quizzes will ask “true/false” and/or “multiple choice” questions to assess the student’s understanding of material in designated modules. Each quiz will be worth 25 points, and students will have up to 25 minutes to complete each quiz. Please note that you are not responsible for reading all of the chapters included in the course textbook; rather, we have purposefully selected chapters that are important to read in order to help students achieve the student learning objectives (SLOs) specified for the course. Therefore, please read each chapter carefully and critically. Pay close attention to bolded keywords, key themes, tables, and figures as you read. To help prepare for each module quiz, I strongly recommend taking personal notes while reading each chapter and listening to the video lectures. *No make-up quizzes will be given unless arrangements are made with Dr. Stellefson or Mrs. Chappell at least 7 days prior to the quiz due date.*

2. **Patient Education Blog (150 points)**
   You will create a blog designed to serve as a teaching/learning resource for a specific disease, disorder or health condition. A blog is a type of website that is maintained by a single author or group of contributors. It is a collection of entries including commentaries, news articles, or descriptions of events. *Each student will develop their own unique blog, which will consist of at least five (5) distinct posts that are related to one assigned condition.* The condition 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: HPV</th>
<th>O: Osteoporosis</th>
<th>V: Vertigo</th>
</tr>
</thead>
<tbody>
<tr>
<td>B: Breast Cancer</td>
<td>I: Irritable Bowel Syndrome</td>
<td>P: Parkinson’s Disease</td>
<td>W: Testicular Cancer</td>
</tr>
<tr>
<td>C: Chronic</td>
<td>J: Jaundice</td>
<td>Q: Cystic Fibrosis</td>
<td>X: Angina</td>
</tr>
</tbody>
</table>
Obstructive Pulmonary Disease

D: Diabetes (Type 2)

K: Kidney Stones

R: Rosacea/Adult Acne

Y: Angina

E: Epilepsy

L: Lupus

S: Shingles

Z: Erectile Dysfunction

F: Food Allergies

M: Multiple Sclerosis

T: Tuberculosis

G: Gastric Reflux

N: Narcolepsy

U: Urinary Incontinence

The blog should be written as a patient resource and include five distinct posts. It is expected that each of the five posts be approximately 400-500 words in length.

- Posts can be related to various educational topics including, but not limited to: self-management tips, educational material, links to national agency websites, and contact information for local support groups.

- Each post should be multimodal, meaning that the post should include both text and a visual (e.g. Infographic, GIF) or audio (e.g., podcast, YouTube video) component that you have designed yourself. You will not receive credit for posting videos, infographics, podcasts, etc. that already exist on the Internet – although you will not test these audio/visual messages with your intended audience (an essential part of designing health education materials), consider this as an opportunity to apply what you have learned throughout the course of the semester in designing a polished first-draft of easy-to-read and health literate materials on the assigned disease for your intended audience (e.g., considering health literacy, design and flow of information). Finally, the audio or visual component in each blog should supplement the text, not replace it or repeat it verbatim. In other words, the visual or audio component in each post should expand upon or clarify information presented in its text.

There are a number of ways to approach the blog entries, but one thing should be constant throughout all of your posts: they should be viewed as a useful/helpful/informative patient health education resource for an individual (and their family members) who suffers from the condition that you are assigned. As you are designing your own audio and visual aids, please keep in mind your target audience, this includes their health literacy level (8th grade reading level or lower) any visual/audio impairments for which they may be at high-risk.

Here you will find more information about designing visual and audio materials, including requirements and potential resources:
**Visual Materials** can include infographics, informative and relevant GIFs, or an alternative option with approval from the instructor.

Infographics:
- **Canva** ([https://www.canva.com/create/infographics/](https://www.canva.com/create/infographics/)): A free program to design customized infographics.
- **Requirements to Design Infographics**: Font should be easy to read (at least 12 size font), an appropriate color scheme should be applied (HINT: Stay away from: dark backgrounds and light colored fonts, neon colors), and all text should be written at the 8th grade reading level or lower (please use Microsoft Word’s Flesch-Kincaid Grade Level indication or Readability Score: [https://readability-score.com/text/](https://readability-score.com/text/)).

Graphics Interchange Format (GIF):
- **GIFMaker.me** ([http://gifmaker.me/](http://gifmaker.me/)): A free program to design animated GIFs.
- **Requirements to Design GIFs**: GIFS should be less than 3 minutes, and the recorded quality should be clear/not pixilated.

**Audio Materials** can include podcasts, YouTube videos, or an alternative option with approval from the instructor.

PodCasts:
- **PodBean** ([http://www.podbean.com/](http://www.podbean.com/)): A free program to create a podcast series.
- **Requirements to Create Podcasts**: Each podcast should be 5-10 minutes in length. Speak close enough to the microphone so that the audio is clear, and include closed captioning for the hearing impaired (if possible).
- **ATTENTION**: If you feature anyone other than you or another student enrolled in the class on your podcasts, you must receive their written approval and it should be submitted as an attachment with the blog assignment.

Videos:
- **YouTube** ([https://www.youtube.com/user/YouTube/videos](https://www.youtube.com/user/YouTube/videos)): A free platform to create and share videos.
- **Requirement to Create Videos**: Each video should be 5-10 minutes in length. This video should be professional, relevant, and should speak to your audience. Speak close enough to the microphone so that the audio is clear, and include closed captioning for the hearing impaired (if possible).

**ATTENTION**: If you include anyone other than you or another student enrolled in the class in your videos, you must receive their signed written approval. The signed approval document should be submitted as an attachment with the blog assignment.
3. **Learning Style Quiz and Discussion (15 Points)**
   You will complete the [VARK Questionnaire](#) and [Edutopia](#) assessment of personal learning styles. Once you complete these assessments and receive feedback on what type of learner you are according to each assessment, you will be asked to submit a discussion post responding to the following four 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 (160 points; 8 @ 20 points each)**
   Students will be asked to contribute posts to online class discussion forums throughout the semester. These posts will be related to articles posted to the HSC 6235 course Discussion Board in Canvas. These articles will be directly related to 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 post should be a *minimum of 150 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!).
   - **Responding (thoughtfully) to one post generated by at least two classmates on all eight (8) online discussion boards.** Responses to classmates should be brief (1-2 sentences). Reactions should be in your own words, based on what you have learned, and should ask questions or provide commentary based on questions/issues raised by other students enrolled in the course.

   A total of eight (8) posts and sixteen (16) responses will be required for 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 (2) of your classmates on each of the eight (8) distinct online discussion boards. You can earn a maximum of 20 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”

5. **Exams (100; 2 @ 100 points each)**
   You will be asked to complete two exams during the semester. Exams 1 and 2 will cover course material presented in the course modules available on the HSC 4233 course website within Canvas. Exam 1 will cover course material from Modules 1-3, and Exam 2 will cover course material from Modules 4-6. Please refer to the “Course Schedule” section of the syllabus (pg. 15) for more details. Exams may include multiple choice or true/false questions. Exam 2 will **NOT** be cumulative.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quiz #1</td>
<td>25</td>
</tr>
<tr>
<td>Quiz #2</td>
<td>25</td>
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<tr>
<td>Quiz #3</td>
<td>25</td>
</tr>
<tr>
<td>Quiz #4</td>
<td>25</td>
</tr>
<tr>
<td>Patient Education Blog</td>
<td>150</td>
</tr>
<tr>
<td>Learning Style Quiz &amp; Discussion</td>
<td>15</td>
</tr>
<tr>
<td>Discussion Board Assignment #1</td>
<td>20</td>
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<tr>
<td>Discussion Board Assignment #2</td>
<td>20</td>
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<tr>
<td>Discussion Board Assignment #3</td>
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<td>Discussion Board Assignment #4</td>
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<tr>
<td>Discussion Board Assignment #7</td>
<td>20</td>
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<tr>
<td>Discussion Board Assignment #8</td>
<td>20</td>
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<tr>
<td>Exam 1 (Modules 1-3)</td>
<td>100</td>
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<tr>
<td>Exam 2 (Modules 4-6)</td>
<td>100</td>
</tr>
</tbody>
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**Total Possible Points** 625

**Grading Scale:** Students will be assigned letter grades based on the number of points earned throughout the semester. Below is the grading scale that will be used to assign grades for this section of HSC 6235:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100.0 – 92.0</td>
<td>625.00 – 525.00</td>
</tr>
<tr>
<td>A-</td>
<td>91.9 – 90.0</td>
<td>524.99 – 562.50</td>
</tr>
<tr>
<td>B+</td>
<td>89.9 – 88.0</td>
<td>562.49 – 550.00</td>
</tr>
<tr>
<td>B</td>
<td>87.9 – 82.0</td>
<td>449.99 – 512.50</td>
</tr>
<tr>
<td>B-</td>
<td>81.9 – 80.0</td>
<td>512.49 – 500.00</td>
</tr>
</tbody>
</table>
I have not, do not, and will not round grades. I do not and will not give additional points or provide extra credit to increase your final grade. In other words, an 89.9% is a B+, etc. Information on current UF grading policies is located at: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

**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/.

**HSC 6235: TIPS FOR SUCCESS**

1. Use a word processor when typing your discussion postings 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. It will also enable you to use the spelling and grammar checkers prior to submitting your work.

2. Please remember that it is very easy and very common for you to underestimate the time needed to complete assigned readings, assignments, and assessments within a given time frame. Take ownership of your education and learning experience. Keep up with the course schedule throughout the semester; it is easy to “ignore” online course requirements until it is too late.

3. Be an active and engaged student. Watch the course lectures during the scheduled time periods and respond to assigned activities. Plan to be online at least 5-7 times each week.

4. Complete assigned course readings.

5. Inform your instructor/TA whenever there is a problem related to the class, whenever you feel the need to clarify questions, or whenever you desire to further explore topics of particular interest.
6. Respect the viewpoints and contributions of your instructor/TA and fellow classmates. University Regulations, section “Student Responsibilities” asserts:

“One of the major benefits of higher education and membership in the university community is greater knowledge of and respect for other religious, racial and cultural groups. Indeed, genuine appreciation for individual differences and cultural diversity is essential to the environment of learning...Organizations or individuals that adversely upset the balance of communal living are subject to university disciplinary action. Only in an atmosphere of equality and respect can all members of the university community grow.”
## Course Schedule

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Module</th>
<th>Readings, Activities, Lectures, &amp; Assignments</th>
<th>Assignment/Exam Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/4 -1/20</td>
<td><strong>1</strong>  EDUCA<strong>E</strong>T<strong>I</strong>ON <strong>I</strong>N <strong>H</strong>EALTH <strong>C</strong>ARE</td>
<td>Read the <strong>Sta</strong>rt Here page and the Course Syllabus Read Textbook <strong>Cha</strong>pter 1 &amp; <strong>C</strong>hapter 2 Watch video lectures Assignments:  • Discussion Board #1: The Need for Patient Education  • Discussion Board #2: Patient’s Rights  • Quiz #1</td>
<td><strong>Discussion Boards 1 &amp; 2</strong>  <strong>Due:</strong> 1/13/17 at 11:55PM EST  <strong>Quiz #1 Due 1/20/17 at 11:55PM EST</strong></td>
</tr>
<tr>
<td>1/23-1/27</td>
<td><strong>2</strong>  THEO<strong>R</strong>ETICAL <strong>FO</strong>UNDA<strong>T</strong>IONS</td>
<td>Read <strong>Ch</strong>apter 3 Read <strong>Ch</strong>apter 6 Watch video lectures Assignments:  • Discussion Board #3: Why We Need Theory  • Quiz #2</td>
<td><strong>Due:</strong> 1/27/17 at 11:55PM EST</td>
</tr>
<tr>
<td>1/30-2/10</td>
<td><strong>3</strong>  DE<strong>T</strong>ERMINANTS OF LEARNING</td>
<td>Read <strong>Ch</strong>apter 4 Watch video lectures Assignments:  • Learning Style Quiz Discussion  • Discussion Board #4: Focusing on How Patients Learn</td>
<td><strong>Due:</strong> 2/10/17 at 11:55PM EST</td>
</tr>
<tr>
<td>2/13-2/20</td>
<td></td>
<td><strong>Exam 1 (Modules 1-3) 100 Points</strong>  <strong>Due by:</strong> 2/20/17 at 11:55 PM EST</td>
<td></td>
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<tr>
<td>2/21-3/3</td>
<td><strong>4</strong>  DEVELOPMENTAL STAGES</td>
<td>Read <strong>Ch</strong>apter 5 Watch video lectures Assignments:  • Discussion Board #5: Can Patients Read Health Education Materials?  • Quiz #3</td>
<td><strong>Due:</strong> 3/3/17 at 11:55PM EST</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
<td>Due Date</td>
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</table>
| 3/13-3/17  | HEALTH LITERACY              | Read Chapter 7  
Read Chapter 10  
Watch video lectures  
Assignments:  
  - Discussion Board #6: Is Information on the Internet Trustworthy?  
  - Quiz #4 | 3/17/17 at 11:55PM EST |
| 3/20-4/4   | EVALUATION AND TECHNOLOGY    | Read Chapter 13  
Read Chapter 14  
Watch video lectures  
Assignments:  
  - Discussion Board #7: Evaluation  
  - Discussion Board #8: Why Patient Health Education is Needed  
  - Finalized Patient Education Blog | 4/4/17 at 11:55PM EST |
| 4/10-4/14  |                              | **Exam 2 (Modules 4-6) 100 Points  
Due by: 4/14/17 at 11:55 PM EST** |                                   |

**Disclaimer:** This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.
Frequently Asked Questions (FAQs)

1. Do we need to watch the lectures?
   YES, you need to watch the lectures. There are quiz and exam questions taken straight from the lectures that may or may not be mentioned on the PPT slides. Quiz and exam questions are derived from the lectures, textbook, and PowerPoint slides. Therefore, watching lectures, critically reading the assigned textbook chapters, and studying the PowerPoint slides is strongly encouraged.

2. Do I need to fully comply with the recommended course schedule or can I work ahead?
   You can complete Modules 1-3 sooner than the recommended timeline on the syllabus; however, you must take the Exam 1 during the time period it is scheduled on the syllabus. Once you’ve taken Exam 1, you will have access to Modules 4-6. You may complete Modules 4-6 sooner than recommended on the course schedule, but you must take Exam 2 during the scheduled time outlined in the syllabus. Also, please note that all quizzes, discussion boards posts/responses, examinations, and other projects must be completed by the date and time listed on the syllabus.

3. Why are we only allotted 25 minutes per quiz?
   The goal of the online quizzes in each module is for you to be able to answer the questions without having to look up all of the responses. You can use your course notes and materials if you want, but make sure your notes are well-organized prior to beginning each quiz. The time limit on each quiz will probably prevent you from looking up the answer to each and every question. Remember, you are NOT permitted to work with your classmates or share questions/answers during/after each quiz.

4. What will the exams look like?
   The exams are multiple choice and true/false. You will have up to 90 minutes to complete each exam. The questions will look similar to the modular quiz questions, but exam questions will be more in-depth and require more thought. Similar to the quizzes, you are NOT permitted to work with your classmates or share questions/answers during/after the completion of your exams.

5. Will you provide a study guide for the exams?
   No, I am not going to provide a study guide for the exams, because everything you will need to succeed has been made available to you on the course website. However, we will usually try and provide you with some specifics regarding the exams, such as number of questions to expect from each module. Sample questions may also be posted to give you an idea of the type of questions that will be asked on each exam. PLEASE NOTE: Exam questions will come from the video lectures and material from the textbook (not just the bulleted material on the PPT slides that accompany the video lectures).