

HSC6235: PATIENT HEALTH EDUCATION

Department of Health Education and Behavior

University of Florida

Spring 2025 | Class #26203 | 3 credits

INSTRUCTOR: Dr. Garcia-Guettler

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COURSE LOGISTICS

Class Meeting Days/Times: 100% online (asynchronous)

Course Website: <https://elearning.ufl.edu/>

Office Hours: Hours Vary by Day & Week. See HSC4233/6235 Canvas Calendar for available dates & times.

PLEASE NOTE: Office hours are in person unless otherwise indicated.

COURSE CORRESPONDENCE AND EMAILS

- Using CANVAS email is the **BEST** way to contact me.
- Emails are read and responded to between 8am-4pm ET on weekdays. Email inquiries received Mondays through Thursdays will usually receive a reply within 24 business hours of receipt; however, if you have not received a reply within 48 hours, please resend your inquiry. Emails sent after 4:00pm on Fridays and/or during the weekends will be replied to the following Monday.
- Please check Canvas emails and announcements regularly (daily). You are responsible for all information sent using these lines of communication.

COURSE DESCRIPTION

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:

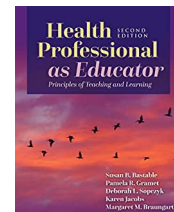
- ✓ Responsibility I: Assessment of Needs and Capacity for Health Education
- ✓ Responsibility II: Planning
- ✓ Responsibility V: Advocacy
- ✓ Responsibility VI: Communication
- ✓ Responsibility VIII: Ethics and Professionalism

COURSE TEXTBOOK: REQUIRED

Bastable, S. B., Gramet, P. S., Sopczyk, D. L., Jacobs, K., & Braungart, M. M. (2019).

Health professional as educator: Principles of teaching and learning. Sudbury, MA:

Jones and Bartlett Learning. (ISBN: 978-1284230819)



COURSE TEXTBOOK (continued)

This course is aligned with this specific edition of the textbook to ensure we engage with the most up-to-date information. If you choose to purchase/rent/study a previous edition of this text, do so with the understanding that your content may be outdated and could affect your ability to study for/take course assessments. All other required and supplemental readings will be provided on Canvas.

COURSE REQUIREMENTS: ACCESSIBILITY

- Reliable Internet connection (DSL, LAN, or cable connection desirable).
- Access to University of Florida's E-Learning System, Canvas <http://elearning.ufl.edu/>.
- Webcam and some type of speakers & microphone (for office hours & Honorlock test proctoring)
- Google Chrome browser (for Honorlock test proctoring).

COURSE INSTRUCTIONAL METHODS AND RECOMMENDATIONS FOR SUCCESS

This course uses a combination of web-based video material and lectures, online student engagement, discussion, & 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.

To achieve the most success in this course:

1. Take ownership of your education and learning experience. Online courses are easy to ignore, so keep up with readings, video lectures, and assignments.
2. Familiarize yourself with all course due dates - don't wait until it's too late to submit.
3. 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 prepare you for the quizzes and exams.
4. Be an active and engaged participant in class discussions and activities. Plan to be online five to seven times each week.
5. 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.)
6. 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.

CAVEAT: *The schedule and procedures in this course are subject to change in the event of extenuating circumstance.*

COURSE REQUIREMENTS, EVALUATION, & GRADING

The final grade for this course will be based upon the cumulative point/percentage total of the following:

Course Requirements	Point Value
1. Course Orientation Assignments (points vary by activity)	25 points
2. Readiness Assessment Quizzes (RAQ's: 11 @ 5pts each and 1 drop permitted)	50 points
3. Discussion Forums (DF's: 11 @ 8pts each and 1 drop permitted)	80 points
4. Student-Generated Exam Questions (SGEQ's: 11 @ 3pts each and 1 drop permitted)	30 points
5. Case Studies (CS's: 4 @ 25pts each)	100 points
6. Patient Health Education Fact Sheet	60 points
7. Patient Health Education Blog (5 posts @ 30pts each)	150 points
8. Exams (Midterm = 100 points Final = 100 points)	200 points
9. Zoom Meeting with Dr. G	10 points
10. Patient Health Education Resource Extra Credit Opportunities (Up to 10 points)	0
<i>Course deadlines can be found within the Syllabus link of our Canvas course website.</i>	= 700 Total Points

Grading Scale

A	93% - 100%	
A-	90% - 92.9%	
B+	88% - 89.9%	
B	83% - 87.9%	
B-	80% - 82.9%	
C+	78% - 79.9%	
C	73% - 77.9%	
C-	70% - 72.9%	
D+	68% - 69.9%	
D	63% - 67.9%	
D-	60% - 62.9%	
E	0% - 59.9%	

Please note:

Students who have a very low grade and do not drop/withdraw from this course nor explain his/her situation to the instructor on or before [UF's official drop/withdrawal deadlines](#) will be given an "E" (Failing grade), NOT an "I" (Incomplete grade).

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"). Please understand that 89.99999% equals a "B+" semester grade. Under no circumstances will I give additional extra credit assignments, extra points, nor fractions of extra points, so please do not ask.

Descriptions of Course Requirements

1. Course Orientation Assignments (25 points)

- a. Canvas and Zoom Photo/Image/Graphic Upload to personal profile (1 point)
- b. Personal Introduction & Peer Replies (10 points)
- c. Syllabus Quiz (10 points)
 - The course syllabus is considered THE mutual agreement between me (the course instructor) and you (the student). The Syllabus Quiz is to ensure that you fully understand the policies, procedures, and expectations of this course.
- b. NameCoach Submission (1 point)
 - NameCoach provides a tool for recording and sharing students' names accurately so that proper pronunciation of one's name can be made.
- d. Honorlock Familiarization Quiz (3 points)
 - Honorlock will proctor your exams this semester. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home.
 - This "Familiarization Quiz" is designed to provide you with an opportunity to try/test HonorLock. This way, if any HonorLock issues arise which need attention, it/they can be taken care of prior to your Midterm Exam.

2. Readiness Assessment Quizzes “RAQ’s”

(Modules 1-11; 11 @ 5 points each with 1 drop permitted = 50 points)

- Modules 1-11 RAQ’s are brief, open-book quizzes based on the reading assignment for that module. These quizzes may include multiple-choice, true/false, and/or short answer type questions. RAQ’s are designed to be completed prior to the corresponding module’s Discussion Forum so that your comprehension of the readings will be demonstrated in your posts.

3. Discussion Forum “DF’s”

(Modules 1-11; 11 @ 8 points each with 1 drop permitted = 80 points)

- Discussion forums offer an intellectual, analytical, and social space that can foster personal connections in our online environment. Discussion forums improve student learning by providing opportunities for students to collaborate and learn from each other. Be sure to review the DF grading rubrics prior to submitting your posts. Supplemental DF post information provided in Appendix A.

4. Student-Generated Exam Questions (SGEQ’s)

(Modules 1-11; 11 @ 3 points each with 1 drop permitted = 30 points)

- Developing exam-like questions based on your assigned readings helps to improve your understanding of the course material and assist me in evaluating and assessing your learning of the module content. For these assignments, upon the completion of each module, you will submit one (1) multiple choice, one (1) true/false, and one (1) short answer/essay question with their corresponding answers. 20-25% of questions on each exam will come from SGEQ’s. Specific formatting guidelines are provided in Canvas.

5. Case Studies (CS’s) (4 @ 25 points each = 100 points)

- Case studies are assignments where a specific situation is analyzed, in our case real-life patient health education scenarios, and then we research and explain how the elements and complexities of that situation relate to theory. By applying your knowledge of theory learned in various modules, you will derive solutions to problems and/or recommendations for future action related to these situations.

6. Patient Health Education Fact Sheet (60 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. More specific information about designing your Fact Sheet, including requirements and potential resources can be found within the “Fact Sheet Project” link of our HSC6235 course website.

7. Patient Health Education Blog (5 posts @ 30 points each = 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 condition of personal interest. More specific information about designing visual & audio materials, including requirements and potential resources can be found within the “Blog Project” link of our HSC6235 course website.

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8. Exams (Midterm Exam = 100 points | Final Exam = 100 points)

- There will be 2 non-cumulative, open-book, open-note exams for this class: The Midterm Exam will cover Modules 1-5 and the Final exam will cover Modules 6-11. Material presented on each exam is formulated to assess your comprehension as well as applicability of information learned. Exams will consist of questions using various formats such as: multiple choice, true/false, matching, short answer, & essay.
- Honorlock proctoring service will require you to download their extension via Google Chrome at <http://www.honorlock.com/extension/install>.
 - You will need a government issued photo ID or student ID.

9. Zoom Meeting with Dr. Garcia-Guettler (10 points)

- This activity is for us to familiarize ourselves with each other via Zoom meeting. Instructions for scheduling your meeting will be posted within Canvas.. We can use this time to discuss career goals/ambitions, course content...anything you'd like! There are 2 parts to this activity: (Part 1) scheduling appointment; 2 points, and (Part 2) following through with appointment; 8 points.

COURSE POLICIES

Late Work Policy:

- Due dates for every assignment are posted in Canvas. Unless otherwise stated, assignments are due on those days. However, I recognize that "life happens" and sometimes things are out of our control. If an emergency or situation arises which causes you to miss a deadline, I will allow two "flex days" past the deadline to submit your work. These days allow you to submit an assignment up to two days late without penalty. You can use "flex day" passes for up to three (3) assignments and for any reason. You do not need to provide me with the reason: simply email me (via Canvas) and tell me you need to use one of your "flex day" passes. At that time, I will re-open the assignment in Canvas so that you can submit your work. Once you're three "flex day" passes have been exhausted, all other late work will not be accepted. *Exams are excluded from this policy.*

Exam Policy:

- If you have an emergency or life event (including but not limited to, a new medical diagnosis or death of a loved one), please contact the Dean of Students Office (www.dso.ufl.edu) and follow the DSO Care Team procedures for documentation and assistance (<https://care.dso.ufl.edu/instructor-notifications/>).
 - You are absolutely not permitted an exam schedule adjustment or make-up for personal travel/vacations, so please make your travel arrangements accordingly.
 - Should a student miss an exam due to an unexcused reason (e.g., overslept, mixed up the exam time, etc.), the exam can be taken with a 20% penalty if taken within 24 hours of the original exam time or with a 40% penalty if taken within 48 hours of the original time.

Grading and Feedback Policy:

- I aim to return all grades within 10 days, but there may be occasional delays in grading. Please review graded work and exams soon after their grades have been posted. (I highly recommend setting your Canvas Notifications to inform you when a grade is posted.). After a grade is posted, you have one week to inquire about your grade. After one week, a grade will not be changed. Please note that it is unethical and in direct violation of the UF Student Honor Code to request an unjustifiable (e.g., "rounding up") grade adjustment ([UF Student Honor Code](#): "Conspiracy to Commit Academic Dishonesty").

Artificial Intelligence (A.I.) Policy:

- Artificial intelligence (AI) language models may be used for any activity (e.g., assignment, assessment) to brainstorm or generate ideas. You are responsible for fact-checking statements composed by AI language models (e.g., confirming that the content does not violate intellectual property laws or contain false information). All work you turn in should be your own, original work.

Technical Issues Policy:

- Any requests for make-ups due to technical issues must be accompanied by the ticket number received from eLearning Support (Phone: 352-392-4357 | email: learning-support@ufl.edu) when the problem was reported. The ticket number (#) will document the time and date of the problem. The date/time stamp should be **prior** to the deadline in question. Students must contact the instructor with ticket # within 24 hours of the technical difficulty if they wish to request (and be considered for) completion of a make-up assignment.
- If you find yourself in an area with limited Wi-Fi access, please know that eduroam, the on-campus Wi-Fi network, is available nationally and internationally. UF students can access eduroam free with their GatorMail login credentials. Visit <https://getonline.ufl.edu/> for additional information.

Respect Policy:

- All students are expected to treat each other with courtesy, actively listen to diverse perspectives, avoid disruptive behavior, and refrain from personal attacks or discriminatory language during class discussions and group work, fostering a positive and inclusive learning environment for everyone.

Preferred Pronoun and Name Change in Canvas:

- It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class if your name and pronouns are not reflected by your UF-rostered name.
- You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

Recording and Redistribution of Course Materials Policy:

- Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.

A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field

trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services.

A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, Academic Affairs, August 5th, 2021, Honor Code and Student Conduct Code.

Title IX:

- University of Florida has zero tolerance for sexual discrimination, harassment, assault/battery, dating violence, domestic violence, or stalking. Students are encouraged to report any experienced or witnessed occurrences to law enforcement and/or one of UF’s Title IX Coordinators. Students can report incidents or learn more about their rights and options by contacting Student Conduct and Conflict Resolution at 202 Peabody Hall, 352-392-1261; or visit: <https://sccr.dso.ufl.edu/>

Academic Integrity Policy:

- Each student is expected to make an honest effort in this class and to be scrupulous in maintaining academic integrity. Cheating and plagiarism will not be tolerated, and college guidelines on academic misconduct will be enforced.
- 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 specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code](#). 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 of this class.

Course Evaluations:

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Americans with Disabilities Act (ADA):

- The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other entities, this legislation requires that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you registered through the Disabilities Resource Program in the Dean of Students Office at 352-392-1261, or www.dso.ufl.edu/drc and you need specific accommodations for the course, I will gladly provide those accommodations.

- Any student who needs accommodations to complete the requirements and expectations of this course due to documented disability should provide his/her formal documentation via email to the instructor within the first week of the semester or as soon as possible.
- If you did not register formally, but you know you have behavioral or learning disabilities or other issues that might affect your performance in the course, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

Email Correspondence Policy:

- Professionalism is expected of all students. Thus, you should use proper etiquette when sending emails. This includes an appropriate “Subject” heading stating your course number and topic of message, a proper greeting/salutation, grammatically correct message body, a proper closing, followed by your first and last name.

Recommendation Letters Policy:

- I will consider preparing recommendations for graduate programs, professional schools, internships, scholarships and for jobs if and only if ALL of the following requirements have been met by you:
 - a. Have COMPLETED at least one course with me and received an “A” grade. For clarification, “completed” means that the student’s final grade has been submitted to the registrar and made available by UF via transcript view or ONE.UF.
 - b. Were/Are actively engaged in discussions forums and/or other related activities and assignments
 - c. Submitted all assignments and activities by their assigned deadlines.
 - d. Have engaged with me personally either during office hours or by appointment at least TWICE during each course to share about yourself (graduate school interests, career goals, general health education inquiries, etc.).
 - e. Are willing to waive your right to review the letter of recommendation,
 - f. Provide your recommendation request to me verbally (in-person or virtually) and via email at least 5 weeks prior to the date the recommendation is due.



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University Resources:

The University of Florida recognizes that pursuit of an online degree requires just as much student support as pursuit of a traditional on-campus degree and therefore, each online program is responsible for providing the same student support services to both students who are in residence on the main campus and those who are seeking an online degree through distance learning.

- **Online Computing Help Desk:** <http://helpdesk.ufl.edu/>
The UF Computing Help Desk is available to assist students when they are having technical issues.
- **Career Connections Center:** <https://career.ufl.edu/>
Career assistance and counseling services.
- **Online Library Help Desk:** <https://uflib.ufl.edu/find/ask/>
The help desk is available to assist students with access to all UF Libraries resources.
- **Disabilities Resource Center:** <http://www.dso.ufl.edu/drc/>
If you have a physical, learning, sensory or psychological disability, please visit the DRC.
- **Counseling and Wellness Center:** <http://www.counseling.ufl.edu/cwc/>
Visit the counseling and wellness center to speak to a counselor about any personal problems.
- **Dean of Students Office:** <http://www.dso.ufl.edu/>
Visit the Dean of Students site for help resolving a conflict or for student code of conduct inquiries.
- **Student Health Care Center:** <https://shcc.ufl.edu/>
Call 352-392-1161 for 24/7 information to help you find the care you need.
- **GatorWell Health Promotion Services:** <http://gatorwell.ufsa.ufl.edu>
Health Education for the Gator Nation. GatorWell Health Promotion Services supports student success by providing excellent, accessible, and relevant health information, programs and services to UF students about health and wellness topics relevant to the college experience.
- **U Matter, We Care:** umatter@ufl.edu
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.

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Course Schedule

(All course assignment deadlines can be found on the Syllabus Link within the HSC6235 Canvas site.)

Week	Dates	Module	Topic
Week 1	Jan 13 – Jan 19	Orientation	Course Overview & Expectations, Peer Introductions
Week 2	Jan 20 – Jan 26	Module 01	Overview of Education in Health Care
Week 3	Jan 27 – Feb 02	Module 02	Ethical, Legal, and Economic Foundations of the Educational Process
Week 4	Feb 03 – Feb 09	Module 03	Applying Learning Theories to Healthcare Practice
Week 5	Feb 10 – Feb 16	Module 04	Determinants of Learning
Week 6	Feb 17 – Feb 23	Module 05	Developmental Stages of the Learner
Week 7	Feb 26 – 27, 2025	Midterm Exam	Modules 01 through 05
Week 8	Mar 03 – Mar 09	Module 6	Literacy in the Adult Client Population
Week 9	Mar 10 – Mar 16	Module 7	Gender, Socioeconomic, and Cultural Attributes of the Learner
Week 10	Mar 17 – Mar 22	N/A	Spring Break!!
Week 11	Mar 23 – Mar 30	Module 8	Teaching Methods and Strategies
Week 12	Mar 31 – Apr 06	Module 9	Instructional Methods
Week 13	Apr 07 – Apr 13	Module 10	Technology in Education
Week 14	Apr 14 – Apr 20	Blog & Fact Sheet	Project Work Week
Week 15	Apr 21 – Apr 27	Module 11	Patient Health Education... Moving Forward
Finals Week	Apr 30 – May 01, 2025	Final Exam	Modules 6 through 11

CAVEAT: *This schedule represents my current plans and objectives as of 01/16/25. 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.*