University of Florida
Department of Health Education and Behavior

HSC6235: PATIENT HEALTH EDUCATION

Summer C 2021 (May 10, 2021 – August 7, 2021)

MS Online Students: Class #12441; Section #7180
Residential Students: Class #12442; Section #718H

Instructor: **Dr. Holly T. Moses, PhD, MCHES®**
Email: **hmoses@hhp.ufl.edu**
Office: FLG, Room 8
Office Hours: Tues/Thurs via Zoom: 9-11am (ET)
Class Meeting: eLearning @ UF (Canvas)

Dept Chair: Dr. Mildred Maldonado-Molina, Ph.D.
FLG, Room 5, mmmm@ufl.edu

Course Description and Objectives:

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.

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:

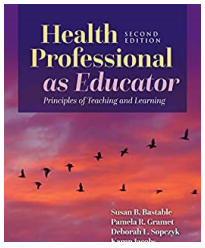
- ✓ Responsibility I: Assess Needs, Assets and Capacity for Health Education
- ✓ Responsibility II: Plan Health Education
- ✓ Responsibility VI: Serve as a Health Education Resource Person
- ✓ Responsibility VII: Communicate and Advocate for Health and Health Education

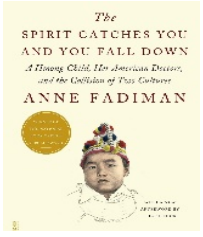
Course Textbook:

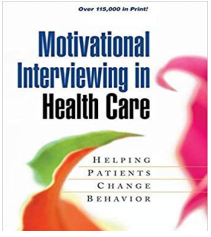
Bastable, S. B., Gramet, P. R., Sopczyk, D. L., Jacobs, K., & Braungart, M. M. (2020).
Health Professional as Educator: Principles of Teaching and Learning.
Burlington, MA: Jones and Bartlett Learning. (Required)
******for the Summer 2021 term only, students may also use the 1st edition textbook******

Fadiman, A. (1997). The spirit catches you and you fall down: a Hmong child, her American doctors, and the collision of two cultures. New York, NY: Farrar, Straus and Giroux. (Required)

Rollnick, S., Miller, W., & Butler, C.C. (2008). Motivational Interviewing in Health Care: Helping Patients Change Behavior. New York, NY: The Guilford Press. (Required)







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.

- **Course Website**: http://elearning.ufl.edu/

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 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 REQUIREMENTS AND GRADES

Grades will be determined based on your performance (timely submission, fully complete, and high-quality production) in the following activities.

1. Peer Introduction (10 points)

Each student will formally introduce themselves to their peers and the course instructor using the designated discussion forum on the course website. Additionally, students will upload a recent digital photo of themselves to E-learning.

2. Case Study 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 11:59pm (ET) on the assigned due date listed in the course schedule.

3. Discussion Board Assignments (70 points; 7 @ 10 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 11:59pm (ET) on the assigned due date listed in the course schedule.

4. Scheduling Exam with Honorlock (10 points; 2 @ 5 points each)

As indicated previously in this syllabus, your exams will be administered via Honorlock service. This assignment requires students to plan and commit to a specific day and time to complete the HSC4233 examinations. To receive credit for these simple assignments, students MUST accurately report the date and time (ET) that they plan to complete each examination within the assignment text box. Follow the assignment instructions carefully to avoid point deductions!

5. Exams (100 points; 2 @ 50 points each)

You will complete two exams, each covering course material presented in the HSC6235 course modules. 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. Additionally, exams are proctored through Honorlock. **Students should read the Student Exam Preparation Information (PDF) handout to sufficiently prepare for an online exam proctored by Honorlock.**

6. Critical Book Review (50 points)

For this assignment, students will critically review and provide evaluative judgment based on principles of Patient Health Education for the book, The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures by Anne Fadiman (1997). A critical book review is an essay evaluating the merits of an academic piece. Its purpose is to show that you can think critically about what you've read. Please carefully review the directions for this assignment in Canvas eLearning.

7. Motivational Interviewing Activities (50 points; 2 @ 25 points each)

Over two weeks, you will read Motivational Interviewing in Health Care (2008), and complete two activities related to MI and patient health education. The lectures for this module were completed by Dr. Julia R. Varnes, PhD, MCHES. Dr. Varnes is a former lecturer in the Department of Health Education & Behavior and a member of the Motivational Interviewing Network of Trainers (MINT). This exclusive network is an international organization committed to promoting high-quality motivational interviewing practice and training.

Course Evaluation:

Assignments	Points Value	Grading Scale		
1. Peer Introduction	10			
2. Case Study Assignments *4 @ 15 points each*	60	A	93%-100%	325.5 - 350
3. Discussion Board Assignments *7 @ 10 points each*	70	A-	90%-92.9%	315 - 325.25
4. Scheduling Exam via Honorlock *2 @ 5 points each*	10	B+	88%-89.9%	308 - 314.75
5. Exams *2 @ 50 points each*	100	B	83%-87.9%	290.5 - 307.75
6. Critical Book Review (50 points)	50	B-	80%-82.9%	280 - 290.25
7. Motivational Interviewing Activities *2 @ 25 points each*	50	C+	78%-79.9%	273 - 279.75
Total points	**350**	C	73%-77.9%	255.5 - 272.75
		C-	70%-72.9%	245 - 255.25
		D+	68%-69.9%	238 - 244.75
		D	63%-67.9%	220.5 - 237.75
		D-	60%-62.9%	210 - 220.25
		E	0%-59.9%	0 - 209.75

UF College of Health & Human Performance
Department of Health Education and Behavior
UNIVERSITY of FLORIDA

UF Online Master of Science in Health Education & Behavior
UNIVERSITY of FLORIDA

Course Policies:

1. **Special Accommodations:** Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Please provide documentation to the instructor within the first two weeks of class.

2. **Academic Honesty**: 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/sccr/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 of this class.

3. **Grade adjustments:** It is unethical and in direct 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 ever 'round up' a student's grade (a 89.99% is a B+), nor will I offer extra credit. If a grade input error occurs, students are strongly encouraged to notify me as soon as possible. I will examine the e-Learning grade to determine whether a calculation error has occurred. If an error occurred, the grade will be adjusted.
Note: Students have 5 days to review assignment grades/comments and contact the instructor with questions concerning their assignment grade. Students who fail to review their assignment scores within 5 days of the release of grades may not request retroactive adjustments on scores at the end of the term.

4. Assignments: It is assumed (and expected!) that students will put forth their best effort on all course assignments to get the best results from the course. **All course assignments are due by 11:59 PM ET on the date specified in the course schedule.** Assignment deadlines are final and **course 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. *NOTE: Requirements for class assignments, discussions and other work in this course are consistent with university policies found at catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.*

5. Excused Absence Policy: Per University of Florida policy, excused absences include medical appointments and illness (with doctor's note), deaths in the family (with documentation) and school events (with documentation on school letterhead). If you anticipate missing a submission deadline, please email me BEFORE the deadline passes. *See also "Assignment Deadline Policies" on page 2 of the syllabus.*

6. Communication with Course Instructor: For personal communication with me, send messages using the Inbox tool on the Canvas course management system. Email inquiries received Mondays through Thursdays will usually receive a reply within 24 hours of receipt. Messages sent after 2 p.m. on Fridays 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.

7. Message Etiquette: 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, and a proper closing.

For example:

Subject Heading: HSC6235 - Patient Health Education Fact Sheet
Greeting/Salutation: Hello Dr. Moses,

Message Body:
XXXXXXX Any assistance that you can provide would be greatly appreciated.

Closing:
Thank you!

Name:
Your name / HSC 6235, Summer C 2021
Inappropriate emails or messages that lack proper etiquette will be returned.

8. Technology: For this course, you must have access to the University of Florida's minimum technology/computer requirements: https://it.ufl.edu/policies/student-computing-requirements/. This includes, but is not limited to Wi-Fi network, working computer system with appropriate software, webcam and microphone.

A. If you find yourself in an area with limited Wi-Fi access, eduroam, the on-campus Wi-Fi network, is available nationally and internationally. UF students can access eduroam free with their GatorMail login credentials. The eduroam network is fast and secure and has more than 10,000 wi-fi hotspots in 106 countries and territories worldwide. Visit https://getonline.ufl.edu/ for additional information about eduroam.
B. Additionally, all students are expected to be proficient with eLearning @ UF. 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. For issues with technical difficulties for Canvas, contact the UF Help Desk at: (352) 392-HELP – select Option 2.

9. **Honorlock:** This course uses Honorlock, an online proctoring service for the administration of exams. While this proctoring service is user-friendly, students must follow established guidelines to register for and complete exams.
   1. Honorlock is the University of Florida designated online proctoring service.
   2. **ALL students are expected to review, reflect, and prepare for Honorlock proctored exams by reviewing the following Honorlock documents**:
      - **Honorlock Student Guide: dce.ufl.edu/media/dceufledu/pdfs/Honorlock-Student-Guide-UF-Update.pdf.**
      - **Honorlock - Student Exam Preparation Information: dce.ufl.edu/media/dceufledu/pdfs/Honorlock-Student-Exam-Preparation-Information.pdf.**
      - **Honorlock - Student Privacy: dce.ufl.edu/media/dceufledu/pdfs/Honorlock-Student-Privacy.pdf.**
   3. 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 Honorlock.

Honorlock

https://dce.ufl.edu/services/online-proctoring/

10. **Exam Question Inquiries:** All student inquiries regarding exam questions will be fielded following the initial grading of each assessment. If you have questions about specific examination questions, you will be asked to (a) describe your concern(s) in writing and (b) formally submit your inquiry to me. Please send an email to me with any specific exam-related concerns. All emails should be sent **within 24 hours of completing the 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 merit).

11. **Online Course Evaluation Process:**

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 via 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/.

12. **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. I welcome you to the class and look forward to a rewarding learning adventure together.

    You may also change your "Display Name" in Canvas. 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.

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.

- ***Online Library Help Desk:*** ***http://guides.uflib.ufl.edu/content.php?pid=86973&sid=686381.***
  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.

- ***Inclusion, Diversity, Equity & Access (IDEA):*** ***hhp.ufl.edu/about/inclusion/; www.cdo.ufl.edu/***
  An inclusive, diverse, equitable, and accessible (IDEA) community is a top priority at the University of Florida. In the College of HHP, we value and work to promote a learning community where all people are acknowledged, valued and respected.

- ***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.

- ***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.

- ***Student Health Care Center*****: https://shcc.ufl.edu/**
  Call 352-392-1161 for 24/7 information to help you find the care you need.

- ***University Police Department:*** ***https://police.ufl.edu/***
  Call 352-392-1111 (or 9-1-1 for emergencies).

- ***UF Health Shands Emergency Room/Trauma Center: 352-733-0111***
  For immediate medical care go to the emergency room at 1515 SW Archer Road (32608).

- ***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.

- ***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.

HSC6235 Patient Health Education
SUMMER C 2021 Course Schedule

[MS Online Students: Class #12441; Section #7180 and Residential Graduate Students: Class #12442; Section #718H]

Week *Module Name*	**Weekly Tasks**	**Due Dates (11:59pm ET)**
Week 1 *Start Here* *Module 1* *Introduction to Patient Health Education & Its Ethical Issues*	Read the **Start Here** page and the **Course Syllabus** • Complete the Peer Introduction Discussion Post Read **chapter 1** in the textbook; read assigned articles • Discussion Board #1: The Need for Patient Education (Personal Post) • Discussion Board #1: The Need for Patient Education (Peer Post)	Due: May 11 Due: May 13 Due: May 16
Week 2 *Module 1* *Introduction to Patient Health Education & Its Ethical Issues*	Read **chapter 2** in the textbook; watch corresponding lectures • Case Study #1: Barriers and Obstacles to Teaching and Learning • Discussion Board #2: Patient's Rights (Personal Post) • Discussion Board #2: Patient's Rights (Peer Post)	Due: May 18 Due: May 20 Due: May 23
Week 3 *Module 2* *Theoretical Foundations of Patient Education*	Read **chapters 3** and **6** in the textbook; watch corresponding lectures • Discussion Board #3: Why We Need Theory (Personal Post) • Discussion Board #3: Why We Need Theory (Peer Post) • Honorlock Exam 1 Appointment	Due: May 25 Due: May 28 Due: May 28
Week 4 *Module 3* *Determinants of Patient Learning*	Read **chapter 4** in the textbook; watch corresponding lectures • Case Study #2: Assessing Learning Needs • Discussion Board #4: Focusing on How Patients Learn (Personal Post) • Discussion Board #4: Focusing on How Patients Learn (Peer Post)	Due: June 3 Due: June 3 Due: June 6
Week 5 *Modules 1 - 3*	Review readings and video lecture notes associated with modules 1-3 **EXAM 1 (Modules 1-3) 50 points (Honorlock)**	Due: June 13 *(OPEN: June 10-13)*
Week 6 *Critical Book Review*	**Critical Book Review** • The Spirit Catches You And You Fall Down: A Hmong Child, Her American Doctors, And The Collision Of Two Cultures (1997).	Due: June 17
SUMMER C BREAK – NO CLASSES JUNE 21 – 25		

Disclaimer: This schedule represents current course plans. As we go through the semester, those plans may change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

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Week *Module Name*	**Weekly Tasks**	**Due Dates** **(11:59pm ET)**
Week 7 *Module 4* *Developmental Stages of the Patient*	Read **chapter 5** in the textbook; watch corresponding lectures • Case Study #3: Developmental Stages of the Learner • Discussion Board #5: Can Patients Read Health Education Materials? (Personal Post) • Discussion Board #5: Can Patients Read Health Education Materials? (Peer Post)	Due: June 29 Due: July 1 Due: July 4
Week 8 *Module 5* *Patient Health Literacy*	Read **chapters 7** and **10** in the textbook; watch corresponding lectures • Case Study #4: Literacy in the Adult Client Population • Discussion Board #6: Is Information on the Internet Trustworthy? (Personal Post) • Discussion Board #6: Is Information on the Internet Trustworthy? (Peer Post)	Due: July 6 Due: July 8 Due: July 11
Week 9 *Module 6* *Evaluation and Technology*	Read **chapters 13** and **14** in the textbook; watch corresponding lectures • Discussion Board #7: Evaluation (Personal Post) • Discussion Board #7: Evaluation (Peer Post) • Honorlock Exam 2 Appointment	Due: July 13 Due: July 16 Due: July 16
Week 10 *Module 7* *Motivational Interviewing*	Read **Motivational Interviewing in Health Care (2008)** • Motivational Interviewing Activity	Due: July 22
Week 11 *Module 7* *Motivational Interviewing*	Read **Motivational Interviewing in Health Care (2008)** • Motivational Interviewing Discussion	Due: July 29
Week 12 *Modules 4 -7*	Review readings and video lecture notes associated with modules 4 – 6 **Exam 2 (Modules 4-6) 50 Points**	Due: Aug 4 *(OPEN: August 1-4)*
ENJOY THE FINAL DAYS OF SUMMER! ***Fall term begins August 23rd***		

Disclaimer: This schedule represents current course plans. As we go through the semester, those plans may change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.