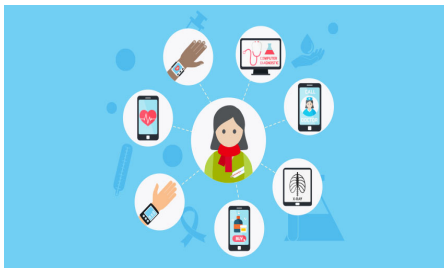
University of Florida
Department of Health Education and Behavior
SPRING 2022: Class #13299; Section #01DL

HSC6235: PATIENT HEALTH EDUCATION

Instructor: **Dr. Holly T. Moses, PhD, MCHES®**
Email: hmoses@hhp.ufl.edu
Office: FLG, Room 8
Zoom Office Hours: Tuesdays/Thursdays: 9-11am (ET)
https://ufl.zoom.us/j/96596588989
Class Meeting: Canvas eLearning (online-asynchronous)
Dept Chair: Dr. Mildred Maldonado-Molina, Ph.D.
FLG, Room 5, mmmm@ufl.edu



COURSE DESCRIPTION

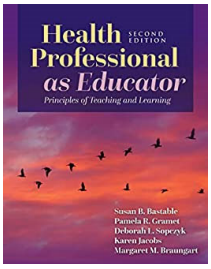
Patient Health Education will introduce you to the practice of patient education, with particular emphasis on behavior modification (i.e., the use of teaching, learning, and motivational theories to support patient adherence and outcomes). This course will focus on the role of the health educator in 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

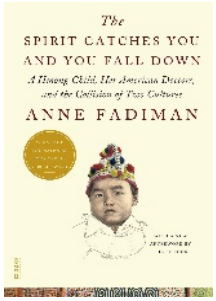
Each module in this online course contains a series of student learning objectives adapted based on the following Responsibilities and Competencies for Health Education Specialists:

- ✓ Responsibility I: 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 TEXTBOOKS



Bastable, S. B., Gramet, P. S., Sopczyk, D. L., Jacobs, K., & Braungart, M. M. (2020). *Health professional as educator: Principles of teaching and learning*. Second edition. Sudbury, MA: Jones and Bartlett Learning. (ISBN: 978-1284230819) (Required)



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)

COURSE INSTRUCTIONAL METHODS

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.

COURSE CORRESPONDENCE AND EMAILS

- Using CANVAS email is the ***BEST*** way to contact me. Email inquiries received Mon-Thurs will usually receive a reply within 24-48 business hours of receipt. Emails sent after 12pm on Fridays and/or during the weekends will be replied to the following Monday. See "Course Email Etiquette" on page 6 for more information.
- Please check Canvas emails and announcements regularly (daily). You are responsible for all information sent using these lines of communication.

COURSE SUCCESS

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 is allocated for this coursework***. With this flexibility comes the demand for tremendous self-discipline and awareness of your work habits. Distance education courses can be deceptive in the time required to complete assignments in an exemplary manner by the stated deadlines.

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

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

1. 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.

ASSIGNMENT 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.

Lastly, any requests for make-ups due to technology-related issues **must** be accompanied by the ticket number received from eLearning @ UF when the problem was reported. The ticket number will document the time and date of the problem. Students **must** contact the instructor within 24 hours of the technical difficulty if they wish to request (and be considered for) completion of a make-up assignment. Please note that adhering to the above guidelines does NOT guarantee an approval for make-up work. Following the above guidelines ensures that your request is considered.

HSC6235 COURSE REQUIREMENTS

Assignment grades are based on a student's performance (high-quality work) on the following activities:

1. **Course Orientation Assignments (15 points)**
   a. **Canvas and Zoom Profile Update (2 points)**
      Each student will be asked to add a photo/image representative of yourself to their Canvas and Zoom profiles.
   b. **Introduce Yourself Post (5 points)**
      Each student will be asked to formally introduce themselves to their peers, the course instructor and the teaching assistant using the designated discussion forum in the course website.
   c. **Syllabus Quiz (5 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.
   d. **Honorlock Familiarization Quiz (3 points)**
      This 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 Exam 1.

2. **Readiness Assessment Quizzes "RAQ" (45 points)**
   RAQs are brief, open-book quizzes based on the reading assignment for that module. These quizzes may include multiple-choice and/or true/false type questions. RAQs are designed to be completed prior to the corresponding module's main assignment(s) so that your comprehension of the readings will be demonstrated in your work.
   Note: there are 10 RAQs worth 5 points each. The best 9 RAQs count towards a student's grade.

3. **Activity Assignments (60 points; 5 @ 12 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.

4. **Discussion Board Assignments (80 points; 8 @ 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. Peer responses are always due within 48 hours of the personal discussion component of the discussion.

5. **Course Summary Assignments (20 points)**
   a. **Position Statement: Why Patient Health Education is Needed (15 points)**
      Students will be asked to reflect on the content discussed in this course, as well as the ideas (framework/plan) presented in the *Adding Health Education Specialists to Your Practice* (2014) article. A one-page position paper will be completed as a result of this reflection. APA formatting guidelines (7E) must be followed.
   b. **Course Content Feedback Post (5 points)**
      Students will be asked to identify their three "favorites" from HSC4233.

6. **Exams (180 points; 2 @ 90 points each)**
   Students will complete two exams, each covering course material presented in the course modules on the HSC4233/6235 course website within Canvas. The first exam will cover material from Modules 1-5, and the second exam will cover material from Modules 6-10. Exams may include multiple choice, true/false, and/or short-answer type questions. Exams are proctored through Honorlock.

7. **Patient Health 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 graduate student will develop their own unique blog, which will consist of five (5) distinct posts that are related to one condition of personal interest. More information is provided in Canvas.

8. **Critical Book Review (50 points)**
   You will read The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, And the Collision of Two Cultures (1997), and complete a critical book review. Students will prepare an APA (7E) formatted paper of about 600-750 words. More information is provided in Canvas.

HSC6235 COURSE EVALUATION

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

Assignments	Points Value
1. Course Orientation Assignments (4)	15
2. Readiness Assessment Quizzes *10 @ 5 points each; lowest score dropped*	45
3. Activity Assignments *5 @ 12 points each*	60
4. Discussion Board Assignments *8 @ 10 points each*	80
5. Course Summary Assignments (2)	20
6. Exams *2 @ 90 points each*	180
7. Patient Health Education Blog *5 submissions @ 30 points each*	150
8. Critical Book Review	50
Total points	**600**

Grading Scale		
A	93%-100%	558-600
A-	90%-92.9%	540-557
B+	88%-89.9%	528-539
B	83%-87.9%	498-527
B-	80%-82.9%	480-497
C+	78%-79.9%	468-479
C	73%-77.9%	438-467
C-	70%-72.9%	420-437
D+	68%-69.9%	408-419
D	63%-67.9%	378-407
D-	60%-62.9%	360-377
E	0%-59.9%	0-359

Please note:
Students who have a very low grade and do not drop/withdraw from this course nor explain their situation to the instructor on or before the drop/withdrawal deadline will be given an "E" (Failing grade), NOT an "I" (Incomplete grade).

COURSE POLICIES

1. **Special Accommodations:**
   The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability that affects your ability to learn, you are encouraged to register through the Disabilities Resource Center (DRC) in the Dean of Students Office at 352-392-1261, or www.dso.ufl.edu/drc. **You are encouraged to provide your accommodation letter and make your needs known to the instructor within the first two weeks of the semester.**
   - 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, tell me and I will do what I can to help you.

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 several 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 Appeals:**
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. Additionally, it is your responsibility to review your graded assignments/quizzes/exams when they are returned. **After a grade is returned/released, students have one week to appeal the grade with me.** After one week, a grade will not be changed. **THERE WILL BE NO EXCEPTIONS TO THIS POLICY.**

4. **Assignments:**
It is assumed that students will put forth their best effort on all course assignments to get the best results from the course. Students are expected to complete work of the highest quality and reflective of college-level effort.
   - Assignments must be submitted in the format requested, following the rules and guidelines as outlined in the *Publication Manual of the American Psychological Association* (7th Edition), when applicable.
   - Assignments must also include the student's name and UFID, as well as be submitted by the posted due date.
   - All module assignments are due by 11:59 PM EST on the date specified in the syllabus/schedule. **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.
   - 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. **Technology and Technical Issues:**
For this course, students must have access to the University of Florida's minimum technology/computer requirements. This includes, but is not limited to Wi-Fi network, working computer system with appropriate software, webcam and microphone. **Due to the online nature of this course, faulty Internet connections WILL NOT be accepted as an excusable reason for any missed/late assignments, activities, quizzes, and/or exams.**
   - Any requests for make-ups due to technical issues must be accompanied by the ticket number received from Learning Space Support (LSS) when the problem was reported. The ticket number will document the time and date of the problem. Students must contact the instructor within 24 hours of the technical difficulty if they wish to request (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. 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.

6. **Excused Absence Policy**:
Per University of Florida policy, excused absences include medical appointments and illness (with doctor's note), family emergencies (with documentation), special curricular requirements and school events (with documentation on school letterhead), military obligation, severe weather conditions, religious holidays, participation in official university activities, and/or court imposed legal obligations. Additional absences require documentation of medical excuses or extenuating circumstances and must be submitted to me within three days of the absence.

7. **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.
   I. Honorlock is the University of Florida designated online proctoring service.
   II. **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.**
   III. Questions about scheduling an examination or how an examination is proctored should be directed to the distance education and outreach coordinator, at 352-294-1645 (Sarah Eberhart; seberhart@hhp.ufl.edu). 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 phone number provided.

Honorlock

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

8. **Communication with Course Instructor:**
Regarding communication, send messages from your GatorMail email account to my outlook account (hmoses@hhp.ufl.edu). Email inquiries received Mondays through Thursdays will usually receive a reply within 24-48 hours of receipt. Messages sent after 12 p.m. on Fridays and/or during the weekends will most likely receive a reply the following Monday. Additionally, students must regularly check for course-related notices via the *Announcement* tool on the Canvas course website. To "regularly check" means as often as possible, or at least three times a week. Students who fail to keep up with posted *Announcements* risk missing important information related to the course, including possible changes in assignment due dates.

Message etiquette template:

Subject Heading: HSC6235 - Ethics in Patient Education Discussion

Greeting/Salutation: Hello, Dr. Moses,

Message Body:

Can you please review question number 3 on my Module 2 RAQ? I think it may have been graded incorrectly. On page ##, paragraph ##, it reads "[*insert textbook information here*]." I believe this supports why my answer selection of "True" is correct. Can you kindly review this question on my Module 2 RAQ and let me know your thoughts?

Closing:

Thank you!

Name:

Your first and last name / HSC6235, Spring 2022

9. **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 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/.

10. 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. 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.

11. Respect Policy:

"All individuals, regardless of their gender, gender identity, gender expression, sexual identity, sexual orientation, race, ethnicity, religious affiliation, physical or mental ability, political affiliation, or any other perceived generalized differentiator, is welcome in this course. It is expected that we treat each other with respect and as equals. Treat one another as you want to be treated so that we can have valuable discussion in this course. Intolerant, inflammatory, or insulting behavior or speech is not acceptable and may lead to dismissal from the course."
(Copied from Dr. Suzanne Murphy's, University of Florida, HSC4232, Fall2021 Course Syllabus).

12. 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:

- www.dso.ufl.edu/sccr/process/incident-report/
- www.dso.ufl.edu/sccr/process/victim-rights/

13. Class Recordings:

Per the House Bill 233 Intellectual and Viewpoint Diversity Act, you 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.
- (3) As evidence in, or in preparation for, a criminal or civil proceeding.

All other purposes are prohibited. You may not publish recorded lectures without my written consent.
As defined in the bill, 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 UF course.

This 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 my permission 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 Honor Code and Student Conduct Code.

14. **Policy on Recommendation Letters:** I will consider preparing recommendations for graduate programs, professional schools, internships, scholarships and for jobs if and only if ALL the following requirements have been met by you:
    a. You have taken TWO courses with me.
    b. You are/were in good standing in my course(s).
    c. You are/were actively engaged in class activities & discussions in my course(s).
    d. You are willing to waive your right to review the letter of recommendation.
    e. You verbally AND electronically request the letter of recommendation.
    f. You provide your recommendation request to me via email at least 4 weeks prior to the date the recommendation is due.

UNIVERSITY RESOURCES

- ***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 UF. 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***
  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. **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.

The schedule and procedures in this course are subject to change in the event of extenuating circumstances.