

HSC 4930/PHC 6937 Fundamentals of Health Literacy

Summer B 2021



Instructor: Laura K. Guyer, PhD, MEd, RDN

Semester: Summer B

Time: MTWRF, 2nd period (9:30-10:45)

Class Room: HPNP G112

Office Hours: Before & after class; by appointment

Email: lkgyer@ufl.edu (contact the instructor using email and not Canvas)

Affordable UF Initiative: *This instructor uses instructional materials costing less than \$20 per-credit hour to reduce the financial burden associated with higher education. All resources needed for course success are available free-of-charge on the Canvas website.*

Course Description: Health literacy describes the knowledge and skills associated with finding, understanding and using information to improve personal health and navigate healthcare systems. Persons with low health literacy experience higher health care costs, increased re-hospitalization rates, less use of preventive services and increased morbidity and mortality. As *a stronger predictor of a person's health than age, income, employment status, education level, or race*, health and public health professionals can learn to build health literacy capacity in their patients and the public.

Course Credits: 3 **Section:** LIT **Class Number:** 12437 **Prerequisites:** None

Time Requirements: Mastery of course content requires 120 hours [Carnegie I standard = 2 hrs work outside of class/1 hr of class meeting]. Plan to spend 9 hrs/wk completing course-related meetings, readings and assignments.

Course Website: The instructor posts all assigned readings, homework assignments and assessment tools to the course website on Canvas. The UF Help Desk provides technical support for this course.

- Learning-support@ufl.edu
- (352) 392-HELP (select option 2)
- <https://lss.at.ufl.edu/help.shtml>

Course Materials: All assigned readings are available free of charge. When off campus, access articles online free of charge using <http://www.uflib.ufl.edu/ufproxy.html>.

Study Guides: A Study Guide is provided each week to help you prepare for quizzes. Each is posted to Canvas and lists the learning goals associated with topics covered by each quiz.

Course Library Guides: An online library guide provides additional information deepen your understanding of health literacy using videos, books, journals, workshop summaries, assessment tools and other resources. Visit http://guides.uflib.ufl.edu/health_literacy.

Teaching Philosophy: Learning is a shared responsibility between students and the instructor; those most engaged learn the most. Dr. Guyer's role is content expert responsible for using a variety of instructional methods to engage the range of student learning styles. You are responsible for attending every class and engaging in the learning process through active participation. Theorist Malcolm Knowles defined *andragogy* (adult learning) as "the art and science of helping adults learn." You are adults. With Knowles' definition in mind, this course expects you will:

1. Be self-directed learners;
2. Contribute to and participate in the learning environment;
3. Tie new learning to existing information, attitudes and experiences;
4. Apply new learning to immediate tasks, problems and issues.

To better understand your learning style and create an effective partnership with Dr. Guyer, complete the **FREE** online *Learning Styles Assessment* at UF's Teaching Center, www.engr.ncsu.edu/learningstyles/ilsweb.html.

Instructional Methods: *Fundamentals of Health Literacy* uses a variety of instructional methods [didactic lectures, videos, Socratic inquiry, discussion, group and individual assignments and in-class problem solving] to actively engage different learning styles. The readings, homework assignments and projects address all levels of the cognitive, affective and psychomotor learning domains. Course content progresses systematically from basic to more complex concepts and equips emerging professionals with the knowledge, attitudes, values and skills needed for successful 21st century practice. Woven into this course are the best practices described by *The Seven Principles for Good Practice in Undergraduate Education*:

1. Encourage contact between students and faculty
2. Develop reciprocity and cooperation among students
3. Encourage active learning
4. Give prompt feedback
5. Emphasize time on task
6. Communicate high expectations
7. Respect diverse talents and ways of learning

Course Goals:

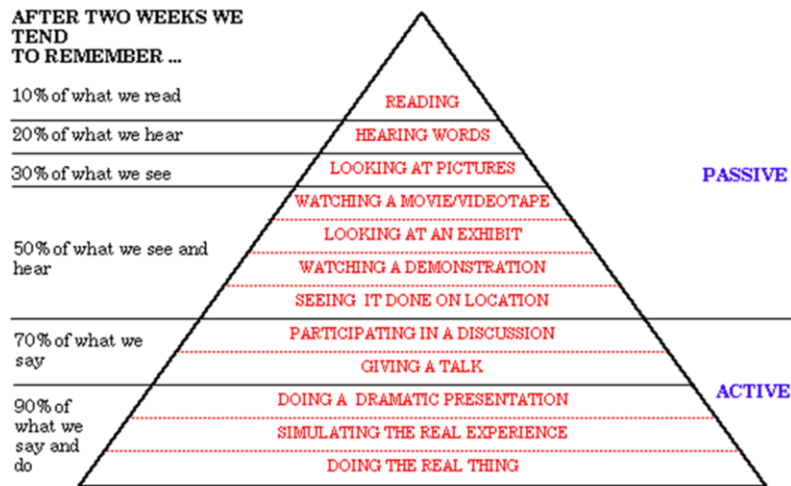
Students will:

1. Describe the evolution of the health literacy construct to understand why health professionals must be educators;
2. Explain the relationship between proficient health literacy and good health;
3. Demonstrate the use of assessment tools to evaluate characteristics of health education materials;
4. Describe the characteristics of health literate organizations that enable successful navigation by the general public;
5. Apply best practices [Universal Precautions in Health Literacy] to individuals and health care systems.

Tips to Improve Your Academic Performance: Follow these suggestions to earn the highest possible grade in this course.

1. Dedicate time *before each class meeting* to read the assigned articles and review the powerpoint presentation.
 2. *After each class*, write out the answers to the learning objectives in the Study Guide in your own words.
 3. Take notes in class.
 4. Conduct a “Test Autopsy,” after each quiz https://teachingCenter.ufl.edu/files/test_autopsy.pdf.
- Bring your autopsy results to meetings with the instructor** when discussing performance or course grade.
5. If you struggle consistently with reading comprehension, writing fluency, processing/retaining information from class and/or time management issues, contact the DRC to schedule an appointment with a learning specialist.

FREE screening is available to identify learning issues affecting performance. Learning specialists will design individualized programs of support for students meeting the criteria for accommodation.



Adapted from: Edgar Dale *Audio-Visual Methods in Teaching*, Holt, Rinehart and Winston.

Grading:

5 Quizzes (30 pts. ea)	150 pts.
7 Homework assignments (10 pts. ea)	70 pts.
Health Literacy Project	25 pts.
Class attendance	15 pts.
Class participation	<u>20 pts.</u>
TOTAL	280 pts.

Grading Scale:

%	93+	92.9-90.0	89.9-87.0	86.9-83.0	82.9-80.0	79.9-77.0	76.9-73.0	72.9-70.0	69.9-67.0	66.9-63.0	62.9-60.0	<60
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please note that a C- is not an acceptable grade for graduate students. *In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.*

Attendance and Absence: See UF's Attendance Policy in the Undergraduate Catalog, <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

- *Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.*
- *The university recognizes the right of the individual professor to make attendance mandatory. Attendance in this course is mandatory, taken randomly, and contributes 15 points toward the final grade.*
- *Excused absences are awarded using criteria from the Undergraduate Catalog. Notify Dr. Guyer 24 hours in advance or immediately after an absence.*

Participation: Synonyms for participation are “*contribution, sharing, partaking, chipping in and involvement.*” Participation is not equivalent to attendance. Twenty (20) participation points contribute to the final grade. Come to class prepared and on time. Review the **Participation Assignment on Canvas** to learn how to participate in class.

Homework Assignments and Health Literacy Project: Each assignment is created to help you apply health literacy concepts to real world problems. Homework assignments, grading rubrics and due dates are posted to Canvas before the first day of class.

Late Assignments: Assignments are due by 11:59 pm on the assigned date. One letter grade is deducted for each day late and after 3 days, a grade of “0” is assigned. *Students with excused absences may receive a time extension beyond 3 days based on their individual circumstances.* Upload assignments using **word.doc or pdf formats. DO NOT use Share Point.**

Quizzes: A weekly quiz will evaluate comprehension and skill development. Quizzes will be completed during class time and must be taken in the classroom. Each quiz covers information from the assigned readings, class lectures and homework assignments. This instructor follow best practices when writing and scoring quizzes, https://teachingCenter.ufl.edu/files/materials/training/handbook_testing_grading.pdf. Students unable to complete quizzes should notify the instructor at least 24 hours in advance to schedule a make-up time or receive the grade of “0.”

Course Evaluation: Course participation includes providing professional and respectful feedback on the quality of instruction in this course by completing online course evaluations at GatorEvals. Guidance for providing appropriate feedback is available at <https://gatorevals.aa.ufl.edu/students>. Students are notified by email when the evaluation period opens and can complete evaluations on their Canvas course website, visit <https://ufl.bluera.com/ufl>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results>.

Accommodations for Students with Disabilities: Students with disabilities who experience learning barriers should connect with the Disability Resource Center and request academic accommodations; visit <https://disability.ufl.edu/students/get-started>. Students who qualify for accommodations should share accommodation letters with instructors and discuss their access needs as early as possible in the semester. Dr. Guyer requests that you to set an appointment before the end of the first week of class to discuss your learning needs and complete required forms/contracts.

Violations of the Student Honor Code will lead to course dismissal. Academic honesty and integrity are fundamental to personal and professional development. *Any student who becomes aware of a violation of the Honor Code is bound by honor to notify Dr. Guyer.*

Scholarship, Citations and Plagiarism: Watch the video developed by the UF Health Science Center Librarians, *Writing and Citing (and Avoiding Plagiarism)* <https://www.youtube.com/watch?v=YqxzJgKrY80>. The video provides a list of resources that help you use citations correctly. Complete the online 10-point quiz before the due date.

UF Policy Regarding Software Use: All faculty, staff, and students must comply with laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Violations against UF policies and rules will result in disciplinary action that may include course dismissal.

Student's Complaint Process: The university has a written policy to enable students to file a complaint about a course:

- Residential Courses: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
- Online Courses: <http://www.distance.ufl.edu/student-complaint-process>

Counseling and Student Health: Students sometimes experience stress from academic, personal and/or interpersonal issues that interfere with performance. If you find yourself facing issues that can or already have had a negative impact on coursework, please visit this instructor and/or seek support from these University resources:

- **Counseling and Wellness Center (CWC)** 352-392-1575 offers a variety of **FREE** and low cost services such as psychological assessment, intervention and assistance for math and test anxiety. Visit the website for more information. Online and personal assistance is available. Free workshops and programs include:
 - ✓ Biofeedback training
 - ✓ Crisis/emergency service
 - ✓ Testing and referrals
 - ✓ Anxiety/Stress Management
 - ✓ Academic concerns
 - ✓ LGBTQ support
 - ✓ Culture and diversity
 - ✓ Kognito training
- **You 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 will reach out to that individual. A nighttime and weekend crisis counselor are available by phone at 352-392-1575. The U Matter, We Care Team connects students to other helping resources including, but not limited to Victim Advocates, Housing and the Counseling and Wellness Center. Asking for help is a sign of strength and not weakness or failure. Emergency? Call 9-1-1.
- **The Student Health Care Center at Shands** is a satellite clinic of the Student Health Care Center on Fletcher Drive. Student Health @Shands offers clinical services and is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 352-392-0627 or visit <https://shcc.ufl.edu>.
- **Crisis intervention** is available 24/7 at the Alachua County Crisis Center, 352-264-6789. Do not wait until you reach a crisis to schedule an appointment. Get help to work through stressful situations that impact your personal life and academic performance. Visit <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/pages/CrisisCenter.aspx>.

Career Connections Center (CCC) offers **FREE** programs, events and services to help students explore majors and careers, prepare for the future, start a job or internship search, and develop flexible plans to reach career goals. Complete **FREE** online self-assessments to find careers that match your personality and interests, <https://career.ufl.edu/students/chomp>. Pre-health students benefit from evaluation of personal statements, resume development and completion of a mock interview. Visit <http://www.ccc.ufl.edu> for more information.

UF Teaching Center prepares students for successful lifelong learning and offers a **FREE** skills/learning strategies workshop to all UF students. You may work individually with a learning specialist or participate in workshops on a variety of topics. You may also apply for standing appointments in specific subjects. Visit <https://teachingCenter.ufl.edu/study-skills>.

See the **Schedule of Topics** on the next page.

Schedule of Topics: The time planned to cover individual topics may change based upon student interests, learning needs or disasters/emergencies.

Course Topics
History of Health Literacy
Reading, Literacy, Health
Adult Learning Theory and Instructional Methods
Patient Activation
Tools for Assessing Literacy Skills
Universal Precautions in Health Literacy: Design Effective Materials
Design for Low Literacy: Clear and Simple
Text Cohesion, Clarity, Active Listening
Accessibility: Designing for Disability
Plain Language
Readability
Clear Communication Index
Patient Education Materials Assessment Tool
Suitability Assessment of Materials
Media Types and Literacies
Digital Health Literacy
Health Information Online
mHealth Apps
Telehealth
Health Literate Organizations
Effective Signage
Creating Health Literate Organizations
Health Literate Care Model
Systems that Promote Patient Safety
Surveys on Patient Safety (SOPS)
Systems that Promote Shared Decision Making
Interprofessional Teams: Comprehensive Unit-based Safety Program (CUSP)
Consumer Assessment of Healthcare Providers and Systems (CAHPS)
National Action Plan to Improve Health Literacy

It's going to be an amazing semester!