

University of Florida
Department of Health Education and Behavior
HSC 6235 – Patient Health Education
M, T, W, R, F – 11:00am – 12:15pm
FLG 230

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Course Description:

Patient Health Education serves as an introduction to theories that apply to the practice of patient education in a variety of health care settings. Additionally, HSC 4590 provides an overview of the U.S. health care industry. Emphasis is on education for promotion of health and change of lifestyle.

Course Textbook:

Lorig, K. (2001). *Patient Education: A Practical Approach*, 3rd ed. Sage Publications, Inc. Thousand Oaks.

You will need to order your textbook online; I suggest www.amazon.com.

Course Objectives:

After the completion of this course, you will be able to:

- 1) Define patient education
- 2) Understand and explain the importance and purpose of patient education
- 3) Identify types of effective patient education
- 4) Identify the theory, principles and methods involved in patient education
- 5) Identify and apply knowledge, skills and competencies needed to provide effective patient education
- 6) Understand and explain health literacy
- 7) Identify theory and methods needed to improve health literacy
- 8) Understand the ethical foundation to the patient education process
- 9) Understand how to effectively conduct the patient education process
- 10) Compare and contrast various health care system models (i.e. U.S. health care system versus other systems)

Class Format:

A combination of lectures, class discussions, and in- and out-of-class projects will be used to cover the course content. Patient education will be covered through lectures, and through individual and group projects.

What is Expected of You:

In this course, you will be expected to:

1. Be prepared for every class by studying the material prior to coming to class. As we engage in class discussions, you will want to be familiar with the material so that you may contribute to the discussions.
2. Participate in class discussions and contribute to the overall productivity of the class. This can be achieved by completing your readings, being sure that you understand them, and contacting the instructor if you have any questions.
3. Be present at all class meetings. In order to contribute to the overall productivity of the class, you must be here. Please inform the instructor of any scheduling conflicts prior to the beginning of class. As an upper-level undergraduate student or a graduate student, missed classes will result in an increased burden to make-up the work.
4. If you miss a class, for an emergency or professional activity/responsibility, it is your responsibility to obtain missed notes and materials from your classmates.

Grade Breakdown

Areas of Evaluation	Points	Final Grade (%)
Midterm Exam	100	A = 93 - 100 A - = 90 - 92 B + = 87 - 89 B = 83 - 86 B - = 80 - 82 C + = 77 - 79 C = 73 - 76 C - = 70 - 72 D + = 67 - 69 D = 60 - 66 F = LESS THAN 60%
Final Exam	100	
In-class Quizzes (4 x 25 = 40)	100	
Patient Education Paper (5 page paper)	75	
Patient Education Project Presentation	25	
TOTAL POINTS	400	

**Note:* I do not subscribe to the blatantly unfair practice of awarding “extra

credit”. All students are evaluated on exactly the same criteria.

Academic Honesty

Though this course involves group work where individuals are expected to share information and work together, several assignments are to be accomplished by an individual working alone. In the case of individual assignments, the acts of cheating, plagiarism, and falsification or attempts to cheat, plagiarize or falsify will not be tolerated. Should an academic integrity violation take place, the student(s) involved will either be assigned a grade penalty or the case will be referred to the Dean of Students Office for further evaluation. The *minimum* grade penalty that will be assigned is an F for the assignment.

As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the University of Florida Student Rules (<http://regulations.ufl.edu/chapter4/4017.pdf>), (Student Honor Code).

Every student that is admitted to the University of Florida has signed a statement of academic honesty committing him/her to be honest in all academic work and understanding that failure to comply with this commitment will result in disciplinary action.

This statement is a reminder to uphold your obligation as a student at the University of Florida and to be honest in all work submitted and exams taken in this class and all others.

Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Dean of Students Office, The Disability Resource Center, 001 Reid Hall, 352-392-8565.

Brief Description of Course Assignments

Exams – each student will be required to take a midterm exam (covering all class materials, readings, and lectures up to the midterm exam), and a cumulative final exam. Both exams are worth 100 points.

Quizzes – each student will be required to take four, 25pt quizzes throughout the semester. The format of the quizzes is multiple choice.

Patient education paper – each student will be asked to write a 5 page comparative analysis paper. Students will be given a paper outline and lecture on how to conduct each step of the project.

Patient education project presentation – each graduate student group will present their paper to the class.

Tentative Class Schedule:

<i>Date</i>	<i>Topic</i>	<i>Reading & Assignments</i>
June 27	Introduction to Patient Education/Education in Healthcare	
June 28	JCAHO, DNV	Assigned Readings
June 29	Introduction to the Class Project Ethical Issues & HIPAA	Assigned Readings
June 30	Health Literacy How do I know what patients want and need? Needs Assessment	Chapter 1 (Lorig)
July 1	Overview of Healthcare system Sick Around the World Quiz #1	Video/Discussion
July 4	No Class Today	Happy July 4 th !
July 5	Sick Around the America	Out of Class ASSIGNMENT – watch video
July 6	Work on Assignment In-class workday	Class Discussion
July 7	Health Care Law/Reform	
July 8	Graduate Student Presentations Quiz #2	
July 11	Graduate Student Presentations	

July 12	Graduate Student Presentations	
July 13	The Role of Theory in Patient Education/Midterm Exam Review	Chapt 2 (Lorig)
July 14	Exam #1 - Midterm	Covers all materials presented in class, handouts & Chapt 1 - 2 in the text.
July 15	Planning the Evaluation	Chapt 3 (Lorig)
July 18	Writing Objectives	Chapt 4 (Lorig)
July 19	Catch Up Day	
July 20	Program Planning and Implementation	Chapt 4 (Lorig)
July 21	Evaluation Terms/Designs Quiz #3	
July 22	Patient Education Program Examples	
July 25	Selecting, Preparing and Using Materials	Chapt 7 (Lorig)
July 26	TBA – Catch-up day!	
July 27	Work on Class Project	
July 28	How to get people to come and helping people who are hard to help Quiz #4	Chapt 5 (Lorig)
Aug 1	TBA – Catch-up day!	
Aug 2	Working Cross Culturally	Beyond Cultural Competency Article Chapt 6 (Lorig)
Aug 3	Final Exam Review	
Aug 4	Final Exam – During Class	