Instructor: Laura K. Guyer, PhD, MEd, RD  
Semester: Summer B  
Time: M-F 2nd period (9:30-10:45)  
Class Room: HPNP 1101  
Office Hours: By appointment  
Email: lkguyer@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 health information. Those 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

Course Prerequisites: None

Course Materials and Technology: The instructor posts all assigned readings, homework assignments and assessment tools to the course website on Canvas; all are available at no cost to students. Access articles when off campus through http://www.uflib.ufl.edu/ufproxy.html

For technical support for this course, contact the UF Help desk:
- Learning−support@ufl.edu
- (352) 392-HELP (select option 2)
- https://lss.at.ufl.edu/help.shtml

Course Library Guides: Two online library guides provide additional information about course topics. Each has videos, books, journals, workshop summaries, assessment tools and other resources that deepen your understanding of current issues. Visit http://guides.uflib.ufl.edu/health_disparities and http://guides.uflib.ufl.edu/health_literacy.

Instructional Methods: This course uses a blended format of didactic lectures, videos, Socratic inquiry, discussion, group and individual assignments and in-class problem solving. 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 develops the knowledge, attitudes, values and skills needed for successful 21st century practice.

Teaching Philosophy: Learning is a shared responsibility between students and the instructor; those most engaged learn the most. Dr. Guyer is the content expert responsible for using a variety of instructional methods to engage the range of student learning styles. Each student is 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.

Course Goals:
Students will:
1. Describe health literacy concepts and consequences of low health literacy;
2. Examine relationships among reading, literacy and health literacy;
3. Use validated tools to evaluate patients’ health knowledge and skills;
4. Use validated tools to evaluate written health information;
5. Identify characteristics of health literate organizations;
6. Investigate the role of technology in promoting health literacy.

Grading:
6 Quizzes 180 pts.
10 Homework assignments 100 pts.
Video Project Presentation 25 pts.
Video Project Peer Evaluation 10 pts.
Video Project Short Paper 20 pts.
Research Paper 30 pts.
Class attendance & participation 35 pts.
TOTAL 400 pts.

Grading Scale:

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<tr>
<th>%</th>
<th>93+</th>
<th>92.9-90.0</th>
<th>89.9-87.0</th>
<th>86.9-83.0</th>
<th>82.9-77.0</th>
<th>79.9-73.0</th>
<th>76.9-70.0</th>
<th>69.9-67.0</th>
<th>66.9-60.0</th>
<th>62.9-60.0</th>
<th>&lt;60</th>
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<tbody>
<tr>
<td>Grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
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- 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. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences. 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 after an absence.
- You cannot participate in this class unless you are registered officially or approved to audit with evidence of having paid audit fees.

Classroom Behavior and Participation: The instructor expects active participation by each student in every class meeting. Twenty (20) participation points contribute to the final grade. Synonyms for participation are “contribution, sharing, partaking, chipping in and involvement.” Participation is not equivalent to attendance.

Come to class prepared and on time. Mobile phones are to remain in backpacks in silent mode for the duration of class. Laptops and tablets are to remain in backpacks unless needed for in-class activities.
Graded Assignments: Each is 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.

Quizzes: A weekly quiz evaluates comprehension and skill development. Each contributes to the final grade. When writing quiz questions, the instructor follows established best practices, https://teachingcenter.ufl.edu/files/materials/training/handbook_testing_grading.pdf.

Students unable to complete a quiz on the scheduled date must notify the instructor at least 24 hours in advance or receive the grade of “0.” Students with excused absences will be responsible for scheduling a make-up quiz with the instructor.

After each quiz, conduct a “Test Autopsy” using the assessment tool provided by the UF Teaching Center, https://teachingcenter.ufl.edu/files/test_autopsy.pdf. Bring your autopsy results to meetings with the instructor when discussing your performance or course grade.

Homework Assignments: Each provides opportunity to apply new learning to problems to reinforce course concepts. Homework assignments and grading rubrics are uploaded to Canvas. Due dates are listed on the course schedule of the syllabus.

Video Project and Peer Evaluation: Students will work in teams to create a video (3-5 min.) on a health literacy topic. Proposals for the topic must be submitted to the instructor for review and approval. Each team will present its video to the class for evaluation using a grading rubric. The final video will include closed captioning to make the content accessible. Students will also evaluate the contribution of each team member to the project outcome using the Peer Evaluation form. ONLY the course instructor will see this evaluation.

Health Literacy Short Paper: A 2-3 page paper about the video project topic is due at the end of the semester. The paper will describe the importance of the topic, identify learning outcomes from creating the video and explain how the video promotes health literacy in the intended target audience.

Research Paper: Graduate students will complete a review of the literature and write a manuscript suitable for publication. Suggested topics include:

- Review the theses of graduate students in PHHP since 2010. Identify the assessment tool(s) used to evaluate health literacy. Examine the validity of each tool.
- Evaluate the validity of patient health literacy assessment for a chronic disease or health condition since 2010. What assessment tool(s) was used and were study outcomes valid?
- Develop a comprehensive model that shows relationships among health education, health literacy and health behaviors. Describe how these three constructs are similar and different. How can understanding these constructs enable health professionals to improve health outcomes?

Accommodations for Students with Disabilities: If a classroom accommodation is required, students must first register with the Dean of Students Office (DSO), http://www.dso.ufl.edu. The DSO will provide documentation of accommodations for submission to the instructor by the end of the first week of class.

The DSO also provides FREE screening for learning issues that affect student performance in reading and writing assignments. Students who struggle consistently with reading comprehension, writing fluency, processing/retaining information from class and/or time management issues should contact the DSO to schedule an appointment with a Learning Specialist. Students who meet the criteria for accommodation receive an individualized program of support.

UF Honor Code: Students must act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code and its
pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

Violations of the Student Honor Code will lead to course dismissal. Academic honesty and integrity are fundamental values and enrolled students commit to holding themselves and their peers to the high standard required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.

**UF Policy Regarding Software Use:** All faculty, staff, and students of the University of Florida are required and expected to obey the 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 University policies and rules will result in disciplinary action that may include course dismissal.

**Counseling and Student Health:** Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that interfere with academic performance. If you find yourself facing issues that could or already have had a negative impact on coursework, please meet with the 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. Other 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 - recognize at-risk students, be aware of campus resources and know how to take action

- **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 can 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 staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength and not weakness or failure. In an emergency, call 9-1-1.

- **The Student Health Care Center at Shands** is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health @Shands offers a variety of 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 the website at https://shcc.ufl.edu.

- **Crisis intervention** is available 24/7 at the Alachua County Crisis Center, 352-264-6789. Visit http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/pages/CrisisCenter.aspx. Do not wait until you reach a crisis to schedule an appointment. Get the help needed to work through stressful situations that impact your personal life and academic performance. You are not alone.

**Career Connections Center** (CCC) offers many 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. Visit https://career.ufl.edu.
**UF Teaching Center** offers a **FREE** skills/learning strategies workshop to all UF students. You may choose to work individually with a learning strategist 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](https://teachingcenter.ufl.edu/study-skills). The mission of the Center is to prepare students for lifelong learning.

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<thead>
<tr>
<th>Course Topics</th>
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<tr>
<td>History of health literacy</td>
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<td>Reading, literacy and health literacy</td>
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<td><strong>Independence Day Holiday</strong></td>
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<td>National and international assessment of health literacy</td>
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<td>Low health literacy: 30-day readmission rates, patient safety, litigation, use of ED, patient activation</td>
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<tr>
<td>Patient Assessment: Culture, language, age, disability, illness, fear, shame</td>
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<td>Patient Assessment: Literacy, listenability, numeracy skills</td>
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<td>Written Educational Materials: Advantages and Disadvantages</td>
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<td>Patient Screening: Single Item Literacy Screener (SI-LIS), CHEW, TOHFLA</td>
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<tr>
<td>Screening cont’d: REALM (word recognition), CLOZE (comprehension), NVS (numerycy)</td>
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<td>Steps in Designing Easy-to-Read Materials</td>
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<td>Education Materials Assessment: Clear &amp; Simple (format &amp; design)</td>
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<td>Education Materials Assessment: Plain Language</td>
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<td>Education Materials Assessment: Clear Communication Index (clarity)</td>
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<td>Education Materials Assessment: Readability</td>
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<td>Education Materials Assessment: PEMAT-P (printed material - usability and actionability)</td>
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<tr>
<td>Education Materials Assessment: PEMAT-A/V (audiovisual material - usability and actionability)</td>
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<td>Education Materials Assessment: Suitability Assessment of Materials (SAM)</td>
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<td>Education Materials Assessment: Visuals and pictures</td>
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<td>Building Patient Capacity: Media ads &amp; infomercials</td>
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<td>Building Patient Capacity: Social media: (tweets, texts, blogs)</td>
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<td>Building Patient Capacity: Internet - Health websites</td>
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<td>Building Patient Capacity: Mobile health apps</td>
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<td>Building Patient Capacity: eHealth Interventions, Telehealth and Tele-rehabilitation</td>
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<td>Teaching health professionals about health literacy</td>
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<td>Tools for health providers: Ask Me 3, Teach Back</td>
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<td>Health literate organizations</td>
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<td>National action plan for health literacy</td>
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<td>Final video presentations</td>
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**What do former students say about this course?**

- **Fundamentals of Health Literacy** allowed me to gain a thorough understanding of how the implementation of health services is affected by several different social, demographic, and cultural factors. This is knowledge that I know will be invaluable to me in public health practice. As I go on to pursue my MPH, I feel that taking this class has certainly provided me an edge in understanding and evaluating the health of diverse populations.

  ~ Shalini Nair | BPH Candidate, University of Florida ‘20

- **Fundamentals of Health Literacy** is such a wonderfully informative course that all graduate students entering the field of health care in any capacity should take. This course strengthened my understanding of the importance of health literacy and ensuring that all individuals have access to health information at a literacy level appropriate for their full comprehension of the information.

  ~ Morgan Gates | MPH Candidate, University of Florida, ‘19

- **I am currently the Regional Minority AIDS Coordinator at The Florida Department of Health in Alachua County, and as such, it is essential that I am able to effectively deliver information to clients that can empower and educate them to make the best decisions for their sexual health. It is crucial that readable, actionable, and understandable information is presented to our clients at the DOH, and the Fundamentals of Health Literacy course provided me with valuable tools that I use regularly to ensure that clients have access to what they need. The information that this class provides will give you a marketable skill in the public health sector (the state office is constantly in search of staff to**
create appropriate literature/media for clients), as well as added communication skills to offer to clients, which can lead to an increase in positive health outcomes. I would highly recommend taking this course at the graduate level.
~ Cathaerina Appadoo, BS | University of Florida, ‘18

- This course provided me with a concrete and beneficial skill that differentiates me from other students and public health professionals. A foundation in health literacy illuminates health disparities, social determinants of health, and potential unforeseen health consequences. Health literacy is an essential consideration when program planning, developing health messages, interacting with communities, and crafting curricula for both peers and community members. I am so grateful to have taken this course to advance my public health knowledge and career. ~ Sarah Brusca | PhD Candidate, University of Florida, ‘22