

Syllabus for HWM 325 Health Literacy

IMPORTANT:

This course syllabus document contains basic information of each course. **Please refer to the content pages under the Course Information module on each course site for detailed guidelines, project information, rubrics, course/university policies, and other course-related information for each course.**

Instructor Information

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Course Description

This course will explore the current understandings and work in health literacy research, advocacy, and outreach efforts across the various health education and related fields. It will include readings, discussions, and competencies in evaluating health information for quality and credibility; locating health information and determining quality resources; identifying and assessing population health literacy, and understanding the networks of agencies working in health settings to address literacy in the health field.

Prerequisite(s): HWM 300 Introduction to Human Health

Course Learning Outcomes

By the end of this course, you will be able to:

- describe and discuss the concept of health literacy and how it impacts people across the nation;
- describe and discuss the current health literacy research, advocacy, and outreach efforts across various health-related fields;
- assess and evaluate health literacy within various populations;
- locate and evaluate the credibility, readability, and quality of various types of health materials;
- create various forms of health-literate materials;
- identify and discuss various strategies for advocating and implementing health-literate materials and programs in various health and other related settings.

Technology Requirement

You will use Flipgrid, an online video discussion tool for this course. A camera and a microphone on your laptop/computer or external camera and microphone are needed.

Course Activities

This is a summary of different types of activities that you will find in the course. There is also some information about suggestions for success. For due dates of assignments, check the Course Calendar.

Readings/Viewings:

There are two textbooks required for this course. You can see their citations in Textbook Information. Each book is important to the course in a different way. For example, *Advancing Health Literacy: A*

Framework for Understanding and Action, provides an in-depth look at underpinning of health literacy as well as a look at various health education and health promotion programs that have utilized health literacy techniques. The other book for our class, Health Literacy from A to Z: Practical Ways to Communicate Your Health Message, is indeed a practical guide to learning how to apply health literacy concepts to print materials and other types of media. Together these books will provide you with a solid foundation for incorporating health literacy concepts and techniques into your current or future workplace. It is very important that you keep up with each unit's assigned readings. The weekly quizzes are based on the material found in both texts. Many of your assignments will have a reflection component, and it is expected that you will infuse or weave content from the readings into your work. Additionally, you may be directed to some assignments to go to a specific website. Some URLs change frequently. At the time this course was developed, all URLs were current. If you have a problem accessing a link, please contact me for assistance and an alternative URL.

Lectures:

There is a PowerPoint lesson that corresponds to the unit content for each week. The PowerPoint highlights the content of each unit's readings. I would highly recommend listening and taking notes with each week's PowerPoint to note key concepts.

Discussions:

The discussions for this class are meant as a means for you to explore health literacy through a variety of resources, such as podcasts and then share your thoughts and opinions with the class. Classroom discussion is an important aspect of learning because we all have different experiences and backgrounds. By having the chance to discuss as well as express our thoughts we have the opportunity learn from others expertise. There are five discussions throughout the course. For these discussions, you will be asked to view an item such as a document, documentary, or podcast and then post your thoughts as well as respond to your colleagues. There are two due dates for discussion posts. The first is for your topic specific post, the second date is for your response to a colleague. These dates can be found in the "Course Calendar" section of the classroom. The instructions for each discussion can be found by clicking on the "Discussion Post" link in the units in which they occur. If you have any questions or concerns about the discussion posts, please feel free to contact me.

Assignments:

The assignments for this course were designed based on the course objectives as well as with the intention of helping you to learn about health literacy through the application of the principals and techniques we discuss in class. There are a total of six assignments that you will be asked to complete throughout the term. These assignments do require some critical thinking and writing. I would recommend reading through the directions for the assignments at the beginning of the week and spending some time each day working on them rather than trying to complete them in one sitting the day before it is due. Assignment due dates can be found in the "Course Calendar" section of our classroom. The directions for the assignments can be found by clicking on the "assignment" link in each unit in which they are assigned. If you have questions or concerns about the assignments, please contact me.

Quizzes:

At the end of each unit, you will have a 20-point quiz. The quizzes consist of fill-in-blank, multiple-choice, true/false, and matching questions. The purpose of these quizzes is to reinforce key concepts from the readings and PowerPoint lectures. You will have one attempt at each quiz. The quizzes will be open Monday through Sunday at 11:59 p.m. of their respective units' weeks.

Exams:

In addition to your assignments and discussion posts there will be two exams in this course; a mid-term and a final. The mid-term exam consists of two parts. The first part of the exam is made up of multiple choice, true/false, and matching questions. The second part of the exam is an essay that asks you to complete two tasks that are similar in nature to your first two assignments. The mid-term lands around week 8 of the course and it is the only thing you will have to complete for that week. The final is cumulative and is made up of multiple choice, true/false, and matching questions. There is no essay component to the final exam. The questions for the exams come from the readings and lectures.

Suggestions for Success:

As general guidelines, the most effective ways to do well this class include the following:

1. check your UW email daily and Course Announcements weekly;
2. review each unit's PowerPoint presentation and take notes;
3. stay caught up with the reading for each unit;
4. complete each quiz by the due date;
5. complete each assignment or discussion by the due date.

NOTE: It can be tempting to work ahead in online classes. While at times, it is necessary to work ahead to a certain extent, it is best to work from week-to-week so that the material does not become overwhelming. Also, you will receive feedback on your assignments and discussion questions that can be helpful to you as you move forward each week.

Grading Policy

- Assignments
 - There are 5 Discussion Posts @ 75 points each for a total of 375 points.
 - There are 6 Assignments @125 points each for a total of 750 points.
- Quizzes and Exams
 - There are 14 quizzes @ 20 points each for a total of 280 points.
 - There is a Midterm Exam @ 100 points.
 - There is a Final Exam @ 200 points.

TOTAL Possible Points = 1705

Grading Scale:

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 59 and lower