***Department of Educational Leadership and Research Methodology***

***College of Education***

***Florida Atlantic University***

**COURSE NUMBER: ADE 6930/EDA 7944**

**COURSE TITLE: Seminar in Health Issues and Promotion in Adult Education**

**Meeting Time & Place: TBA**

**Course Coordinator: Elizabeth Swann, Ed.S.   
 MP 236 - Treasure Coast Campus   
 Phone:  772-873-3352 E-mail:** [**egray9@fau.edu**](mailto:egray9@fau.edu)

**Office Hours: Monday – Thursday 11am – 4pm**

**Participating Faculty:** Taught by an interdisciplinary team of faculty with the lead presenters from the College of Education. Supplemental guest lecturers thought the course. Names and contact information will be specified later.

**Course Description:** This course will provide information and promote reflection on how adults learn when dealing with illness, health education within the scope of adult literacy, the current approaches to developing and designing health education material online and in print, and the implications of cultural, ethical and global health education. Students will be afforded the opportunity to examine and analyze the issues and challenges of low health literacy and highlight the role adult educator’s play in this field.

**Course Objectives:** At the conclusion of this course, learners will be able to:

1. Identify and describe learning styles in adults coping with illness
2. Demonstrate an understanding of research methodologies used in the evaluation of health promotion curriculum
3. Explore adult education/adult learning principles & strategies to improve health outcomes
4. Field test the student developed piece of health material using audience reaction techniques
5. Develop a global and social-cultural perspective of adult educators in the field of health promotion
6. Explore the usability of health information on the internet
7. Develop knowledge and understanding of the ways in which adult and community education can contribute to health care systems
8. Develop on understanding of the challenges of global health issues
9. Develop an understanding of the need for communities to be educated on the needs of low health literacy populations and available health services/resources
10. Identify a wide variety of resources on formal, informal & non formal locations for adult and/or community health education
11. Identify appropriate professional associations focusing on adult and/or community health education
12. Competently research and present/facilitate a class session relating to adult and community education in health and wellness OR develop health education informational material/curriculum

**Teaching and Learning Opportunities:** Multiple Teaching and learning strategies will be used for the course experience:

Lecture with class discussion

Student presentation on research paper or developed health education information material

Group activities focusing on various approaches to improving health outcomes in adults with low health literacy

Field experience with observations in health settings

Case studies

Videotapes and a variety of other media

Library research

Online assignments

Guest lecturers

**Required Text:**

Hill, L. (Ed.). (2011). *Adult Education for Health and Wellness: New Directions for Adult and Continuing Education, No. 130*. San Francisco, CA: Jossey Bass.

**Additional Text:**

Merriam, S.B., Courtenay, B. C., & Cervero, R. M. (Eds.). (2006). *Global issues and adult education: Perspectives from Latin America, Southern Africa and the United States*. San Francisco, CA: Jossey Bass.

Nielsen-Bohlman, L., Panxer, A. M., & Kindig, D. A. (Eds.). (2004). *Health literacy: A prescription to end confusion.* Washington, D.C.: The National Academic Press.

**Additional Readings:**

Baumgartner, L. M. (Summer 2011). The role of adult learning in coping with chronic illness. In L. H. Hill (Ed.). Adult education for health and wellness. Special Edition: Adult education for Health and Wellness. *New Directions for Adult and Continuing Education*, *2011* (130), 7-16.San Francisco, CA: Jossey-Bass

Elliott, J. O., & Shneker, B. F. (2008). A health literacy assessment of the epilepsy.com website. *Seizure*, 18, 434-439. doi:10.1016/j.seizure.2009.04.003

Hess, J., & Whelan, J. S. (2009). Making health literacy real: Adult literacy and medical students teach each other. *Journal of the Medical Library Association*, 97(3), 221-224. doi:10.3163/1536-5050.97.3.012

Hixon, A. L. (2004, May 1). Medicine and society. Functional health literacy: Improving health outcomes. *American Family Physician*, 69(9), 2077-2078. Retrieved from <http://www.aafp.org>

**Suggested Resources**

See bibliography, list of journals, and websites.

**Audio/Visual Technology**

Computer: Blackboard distance learning, internet searching, email, Power Point, word processing, guest lectures and discussion via skype, overhead projectors, computer projector, CD-ROMs, DVDs

**COURSE REQUIRMENTS**

1. **PARTICIPATION 20%**

Complete all classroom and Blackboard assignments promptly, attend class regularly (notify course coordinator in an emergency arises), and participate actively in discussions (in person or online) and field experience activities.

1. **READINGS 20%**

In addition to assigned readings, read at least one article, chapter, or web document related to each topic presented. Use bibliography to aid your reading selection. Post a synopsis to Blackboard the week before the topic is presented and be prepared to discuss in class.

1. **TOPIC SESSION 20%**

Research and develop, then present and facilitate a class session relating to the adult and/or community health education critical issue. You may choose to address one of the central topics of the text or some variation thereof. Prepare a scholarly paper (minimum of 15 references) and a PowerPoint presentation as well as interactive and reflective activities. Post power point to Blackboard and send paper to course coordinator.

1. **DEVELOPMENT & TESTING OF A HEALTH EDUCATION MANUSCRIPT or HEALTH EDUCATION CURICULUM DESIGN 20%**

Develop a written health education manuscript and field testing plan for a specified audience. You will be required to do a 10 minute PowerPoint presentation on the developed manuscript. Please provide copies of the manuscript for the class to field test. Post power point to Blackboard.

**OR**

Develop a health education curriculum and instructional design the focuses one of the central topics discussed in the course. You will be required to do a 10 minute PowerPoint presentation on the developed curriculum design. Be sure to include an evaluation plan. Post power point to Blackboard.

1. **REFLECTIVE PAPER 20%**

A final reflective paper documenting personal and professional growth during the class; questions answered; questions raised; anticipated applications of knowledge and understanding gained, and other impressions, suggestion and insight.

**ASSESSMENT BASES**

Meaningful participation in class and online

Written reports on readings

Classroom facilitation of an adult and/or communality health education topic

Written and oral reports on health educational material OR curriculum design.

Reflective paper

**FAU GRADING SCALE**

A=4.0, A-=3.67, B+=3.33, B=3.0, B-=2.67. C+=2.33, C=2.00, C-=1.67 … F=0

**COURSE SCHEDULE:**

|  |  |
| --- | --- |
| **Week 1** |  |
| **Topic** | **This session will begin with an overview of the course content and assignments. Students will explore the link between literacy and health in the U.S. and how poor health literacy impacts the access to health information and quality of health care. We will consider the application of adult learning theory and practice the promotion of health and wellness. We will discuss emerging approaches to addressing health literacy barriers in the U.S. By the end of the session students will be able to:**   * **Demonstrate an understanding of course objectives, content, and expectations** * **Define health literacy** * **Review literature outlining the extent of health literacy in U.S.** * **Consider the application of adult learning theory to health promotion** |
| **Readings** | **Hixon, A. L. (2004, May 1). Medicine and society. Functional health literacy: Improving health outcomes. *American Family Physician*, 69(9), 2077-2078. Retrieved from** [**http://www.aafp.org**](http://www.aafp.org)  **Chapter 4 Hill (2011)** |
| **Learning activities & assignments** | **Lecture/discussion/group activities**  **PowerPoint: *A critical review of the literature in health literacy***  **Blackboard post of readings reviewed** |
| **Week 2** |  |
| **Topic** | **This session we will host a guest speaker who will share a personal patient’s story about coping with chronic illness. Students will share and discuss the research review in the readings regarding the role of adult education and adult learning strategies of adults with a chronic illness. By the end of the session students will be able to:**   * **Identify and describe learning styles in adults coping with illness** * **Discuss the role adult education and adult learning strategies of adults with a chronic illness** * **List at least 2 recommendation for adult educators that are helpful to support adults with chronic illness.** |
| **Readings** | **Chapter 1 Hill (2011)**  **Baumgartner, L. M. (Summer 2011). The role of adult learning in coping with chronic illness. In L. H. Hill (Ed.). Adult education for health and wellness. Special Edition: Adult education for Health and Wellness. *New Directions for Adult and Continuing Education*, *2011* (130), 7-16.San Francisco, CA: Jossey-Bass** |
| **Learning activities & assignments** | **Lecture/discussion/group activities**  **Guest speaker**  **Video**  **Blackboard post of readings reviewed** |
| **Week 3** |  |
| **Topic** | **This session we will review a collaborative model for developing curriculum for adult and community health promotion. Students will discuss the role of the adult educator and the importance of the knowledge of curriculum design. We will review the barriers that effect the health care team as it relates to health education. We will discuss the requirements of the health education curriculum design project. By the end of the session students will be able to:**   * **Develop knowledge and understanding of the ways in which adult and community education can contribute to health care systems** * **Demonstrate an understanding of research methodologies used in the evaluation of health promotion curriculum** * **Demonstrate an understanding of the health education curriculum design project objectives, content, and expectations.** |
| **Readings** | **Chapter 2 Hill (2011)** |
| **Learning activities & assignments** | **Lecture/discussion/group activities**  **PowerPoint: *Curriculum design for medical students***  ***Help patients understand* review manual for clinicians**  **PowerPoint: *Field Testing Your Patient Education Materials, Self-Administered Questionnaires, and Informed Consent Documents***  ***Blackboard post of readings reviewed***  **-Student topic session presentation-** |
| **Week 4** |  |
| **Topic** | **This session will focus in health literacy education with in adult literacy instruction. We will discuss the locations for health education for those who have low health literacy. Students will review case studies outlines in the readings. By the end of the session students will be able to:**   * **Identify a wide variety of resources on formal, informal & non formal locations for adult and/or community health education** * **List at least one program that facilitates health literacy education** * **Discuss the role of the instructor (barriers they face) outlined in the case studies** * **Understand the importance of proper translation of medical jargon** |
| **Readings:** | **Chapter 3 Hill (2011)**  **Hess, J., & Whelan, J. S. (2009). Making health literacy real: Adult literacy and medical students teach each other. *Journal of the Medical Library Association*, 97(3), 221-224. doi:10.3163/1536-5050.97.3.012** |
| **Learning activities & assignments** | **Lecture/discussion/group activities**  **Video: *NYC ESL 7 ABE Health literacy instruction***  **PowerPoint: *Tips for talking with my Doctor***  **Translation exercise**  **Online support programs showcased**  **Blackboard post of readings reviewed**  **-Student topic session presentation-** |
| **Week 5**  **-Online-** |  |
| **Topic** | **This session students will work online through small group discussions (3 groups total) reviewing a chapter and the associated readings. Students will get a chance to summarize their readings and post to the large blackboard message board. Individual students will review the group postings and comment on each chapter summery. By the end of this session students will be able to:**   * **Develop a global and social-cultural perspective of adult educators in the field of health promotion** * **Develop knowledge and understanding of the ways in which adult and community education can contribute to health care systems** * **Develop on understanding of the challenges of global health issues** * **Develop an understanding of the need for communities to be educated on the needs of low health literacy populations and available health services/resources** |
| **Readings** | **Group 1: Chapter 6 Hill (2011)**  **Chapter 19 Merriam, Courtney, & Cervero (2006)**  **Group 2: Chapter 8 Hill (2011)**  **Chapter 14 Merriam, Courtney, & Cervero (2006)**  **Group 3 Chapter 9 Hill (2011)**  **Chapter 24 Merriam, Courtney, & Cervero (2006)** |
| **Learning activities & assignments** | **Online-discussion/group activities**  **Group discussion of readings and summery of findings with supported materials and links**  **Review of group postings and comment on each chapter summery**  **Blackboard post of readings reviewed** |
| **Week 6** |  |
| **Topic** | **This session will focus on the relationship between cultures, health and literacy. We will consider culture as a factor in health communication through a discussion with a guest speaker. We will discuss issues related to cultural health beliefs and practices. Students will be offered the definition of cultural competence. By the end of this session students will be able to:**   * **Identify three misunderstandings between health care providers and patients.** * **Define cultural competence** * **Articulate what can be done to improve communication between health care providers and multi-cultural patients** * **Describe the role of the adult educator in working with both the community and health care providers** |
| **Readings** | **Chapter 5 Hill (2011)** |
| **Learning activities & assignments** | **Lecture/discussion/group activities**  **Guest lecturer**  **Field experience (clinical observations) reflection group discussion**  **Blackboard post of readings reviewed**  **Video**  **PowerPoint: *Culture and Health literacy***  **-Student topic session presentation-** |
| **Week 7** |  |
| **Topic** | **In this session students will look at online health information. We will use readability formulas to assess the reading grade level at which materials are written and discussed their strengths and weaknesses. Students will get a chance to showcase their health education manuscripts. We will consider the internet as a resource for consumer health information and assess the usability of health information websites for the general public. By the end of this session students will be able to:**   * **Use readability scales and describe the pros and cons in practice of the reviewing criteria reviewed in the readings** * **Describe audience centered plain language materials development process** * **List four criteria for evaluating the readability of web-based health information** * **Discuss the importance and challenges of online health communication** |
| **Readings** | **Chapter 7 Hill (2011)**  **Elliott, J. O., & Shneker, B. F. (2008). A health literacy assessment of the epilepsy.com website. *Seizure*, 18, 434-439. doi:10.1016/j.seizure.2009.04.003** |
| **Learning activities & assignments** | **Lecture/discussion/group activities**  **Field experience (clinical materials) show and tell group discussion**  **PowerPoint: *Developing online health information***  **PowerPoint: *Older adults and online health information***  **Blackboard post of readings reviewed**  **Video**  **-Student topic session presentation-**  **-Student health education manuscript or curriculum design presentation-** |
| **Week 8** |  |
| **Topic** | **Over the past weeks students have participated in research topics, health manuscript development or health education curriculum design. In this session individuals will present an overview of their chosen project and facilitate a discussion and activity to engage the class. By the end of this session students will be able to:**   * **Articulate familiarity and an understanding of research methodologies used in the evaluation of health promotion curriculum** * **Field test the student developed piece of health material using audience reaction techniques** * **Facilitate discussion of topic choice** * **Identify gaps in knowledge / areas for future health promotion research** |
| **Readings** | **N/A** |
| **Learning activities & assignments** | **Discussion**  **Peer critique of presentations**  **-Student health education manuscript or curriculum design presentation-** |

**BIBLIOGRAPHY**

**Health Literacy Full Reference & Resource List**

**Books**

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**Health Literacy Definition**

As defined by the American Medical Association Foundation, health literacy is a “patient’s ability to obtain, process, and understand basic health information and services needed to make appropriate health decisions and follow instructions for treatment. ” and accepted by Journal of the Medical Library Association…

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***Advocacy Websites***

<http://www.ahip.org/content/default.aspx?bc=39|341|22050>

*Welcome to AHIP’s web site. America’s Health Insurance Plans (AHIP) is the national association representing nearly 1,300 member companies providing health insurance coverage to more than 200 million Americans. Our member companies offer medical insurance, long-term care insurance, disability income insurance, dental insurance, supplemental insurance, stop-loss insurance and reinsurance to consumers, employers and public purchasers.*

<http://intermountainhealthcare.org/Pages/home.aspx>

***Intermountain Healthcare*** *is a nonprofit system of hospitals, surgery centers, doctors, clinics, and homecare & hospice providers that serves the medical needs of Utah and southeastern Idaho. Key medical services include cancer, heart, women and newborns, orthopedics, sports medicine, and more. Learn more by visiting the interactive*[*Annual Report to the Community for 2009*](http://intermountainhealthcare.org/about/overview/annualreport2009)*.*

<http://www.acpfoundation.org/index.htm>

*The ACP Foundation, incorporated in 1999, supports the mission of ACP and strives to improve health communication by addressing the problem of low health literacy.*

***Mission***

*To enhance the quality and effectiveness of health care by fostering communication between patients and their physicians.*

***Goals***

*I. Advance health communication and outcomes by creating and implementing patient-centered and systems-oriented health literacy programs  
  
II. Promote health communication and health literacy research and programs that allow patients to be active participants in understanding, managing, and improving their health   
  
III. Convene health care stakeholders to encourage collaboration and mutual accountability to catalyze action to improve health outcomes  
  
IV. Develop and maintain appropriate and ethical relationships with external funders  
  
V. Secure funding for ACP programs, products, and services*

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<http://www.aed.org>

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In collaboration with local and national partners, AED fosters sustainable results through practical, comprehensive approaches to social and economic challenges. AED implements more than 250 programs serving people in all 50 U.S. states and more than 150 countries.

**Websites in general**

<http://www.jointcommission.org/>

<http://www.acponline.org/>

<http://www.iom.edu/>

<http://www.aafp.org/online/en/home.html>

**Organizations**

Sponsoring Organizations   
[American Academy of Family Physicians](http://www.aafp.org" \t "new) (AAFP)   
In this vastly changing world of health care, one thing remains constant. The more than 94,300 members of the American Academy of Family Physicians provide comprehensive, coordinated and continuing care to all members of the family and serve as the patient’s advocate in the changing health care system. The Academy is supported by 55 constituent chapters throughout the country, including chapters representing Guam, Puerto Rico, the Virgin Islands, the District of Columbia and the Uniformed Services. The Academy publishes [*American Family Physician*](http://www.aafp.org/afp/), the organization’s peer-reviewed, clinical journal, and [*Family Practice Management*](http://www.aafp.org/fpm/), a journal dedicated to providing physicians with effective practice-management tools.   
  
[American Board of Family Medicine](http://www.TheABFM.org" \t "new) (ABFM)   
The American Board of Family Medicine is the second-largest medical specialty board in the United States. The organization’s objective is to encourage excellence in medical care. The ABFM believes that its certified family physicians have successfully demonstrated their ability and have proved their commitment to the public, the specialty of family medicine and the profession. Through its certification and recertification processes, ABFM seeks to provide patients the assurance that its certified family physicians have completed the necessary training and experience to provide quality care to the individual and the family and that this commitment to excellence is maintained throughout the physician’s years of practice. The ABFM publishes [*The Journal of the American Board of Family Medicine*](http://www.jabfp.org).   
  
[Society of Teachers of Family Medicine](http://www.stfm.org/" \t "new) (STFM)   
The Society of Teachers of Family Medicine is the educational arm of the family medicine specialty with the primary goal of enhancing the quality of family medicine education. Its 5,000 members represent medical school departments of family medicine and family practice residency programs across the country. The organization is multidisciplinary, and members include family physicians, psychologists, sociologists, nurse practitioners, health educators, and others involved in family medicine education. The Society publishes [*Family Medicine*](http://www.stfm.org/fmhub/fmhub.html), a peer-reviewed journal dedicated to educational research.   
  
[Association of Departments of Family Medicine](http://www.adfammed.org/" \t "new) (ADFM)   
The purpose of the Association of Departments of Family Medicine is to promote the philosophy and interests of family medicine in medical schools in the United States; to further the efficient and effective administration and operation of academic departments, divisions, and sections of family medicine for the benefit of society, faculty, students, and institutions; and to support research and scholarship within activities in family medicine in United States medical schools.   
  
[Association of Family Medicine Residency Directors](http://www.afprd.org/" \t "new) (AFMRD)   
The Association of Family Medicine Residency Directors is dedicated to promoting excellence in family practice graduate education in order to meet the health care needs of the American public. The organization represents family practice and residency program directors at a national level and provides a political voice for them in appropriate arenas. It also promotes communication and cooperation between family practice residency programs and other members of the family medicine family.   
  
[North American Primary Care Research Group](http://www.napcrg.org/" \t "new) (NAPCRG)   
The North American Primary Care Research Group is a multidisciplinary organization with a mission to develop and disseminate new knowledge regarding primary medical care. Formed in 1972, the organization has more than 700 members from 10 countries, but most members come from the United States and Canada. NAPCRG’s goals are to increase the primary care discipline’s capacity for improving the quality of health care, provide forums for presentation of original primary care research, enhance communication among primary care researchers using a variety of technologies, and guide and support the synergy among primary care research, education and patient care.   
  
[College of Family Physicians of Canada](http://www.cfpc.ca/" \t "new) (CFPC)   
The College of Family Physicians of Canada (CFPC) is the voice of family medicine in Canada. Representing more than 18,500 members across the country, it is the professional organization responsible for establishing standards for the training, certification, and lifelong education of family physicians and for advocating on behalf of family medicine, family physicians, and their patients. The CFPC accredits postgraduate family medicine training in Canada’s 17 medical schools. CFPC publishes [*Canadian Family Physician (CFP)*](http://www.stfm.org/fmhub/fmhub.html), which is a peer-reviewed medical journal dedicated to serving Canadian family physicians and advancing the specialty of family medicine worldwide.

# Health Literacy Resources

Low-literacy patient education information, health literacy toolkits, pamphlets and other resources developed by national organizations, associations and the federal government.

[American Medical Association (AMA) Foundation](http://www.aafp.org/online/en/home/clinical/publichealth/ptpops/healthliteracyresources/amafoundation.html) -- has been working to raise awareness of health literacy through its health literacy toolkits, health literacy videos and health literacy partnerships.

[California Health Literacy Initiative Resource Center](http://www.aafp.org/online/en/home/clinical/publichealth/ptpops/healthliteracyresources/cahealthliteracy.html) -- The CHLI's goal is to impact the health and well-being of individuals with low literacy skills, their families, and their communities.

[University of Maryland Medical Center's Medical Encyclopedia](http://www.aafp.org/online/en/home/clinical/publichealth/ptpops/healthliteracyresources/mdmedcentermedencyclo.html) -- Spanish language medical encyclopedia

[Newest Vital Sign (NVS)](http://www.aafp.org/online/en/home/clinical/publichealth/ptpops/healthliteracyresources/nvs.html) -- For use as a quick screening test for limited literacy in primary health care settings.

[Healthy Roads Media](http://www.aafp.org/online/en/home/clinical/publichealth/ptpops/healthliteracyresources/healthroadsmedhealthlit.html) -- Healthy Roads Media attends to issues of health literacy in its patient education materials and provides the information in a variety of languages and formats.

[OHSU Hood River Community Health Outreach Project](http://www.aafp.org/online/en/home/clinical/publichealth/ptpops/healthliteracyresources/ohsuhoodriveroutreachproj.html) -- Low-literacy pamphlets in Spanish and English produced by project participants.

[Test of Functional Health Literacy in Adults (TOFHLA)](http://www.aafp.org/online/en/home/clinical/publichealth/ptpops/healthliteracyresources/tofhla.html) -- An instrument for measuring patients' literacy skills.

[US Food and Drug Administration Low-Literacy Brochures](http://www.aafp.org/online/en/home/clinical/publichealth/ptpops/healthliteracyresources/fdalowlitbrochures.html) -- Available in English and Spanish versions, these easy-to-read brochures on a variety of topics can be viewed in HTML or PDF format.