Special Topics in Health; Health Literacy – HLTH 498L
(How to Be a Health Advocate: Health Literacy in Action)

Semester: Spring 2019
Section: HLTH498L – 0101
Classroom and Time: PHY1204 MW 2-3:15 p.m.
Course webpage: https://myelms.umd.edu/courses/1259205
Instructor: Heather Platter, MS, PhD Candidate
Office: SPH 1242U
Phone: 301-314-1921
Email: hplatter@umd.edu or hplatter@terpmail.umd.edu

Office Hours: MW 10:30-1:30pm

Course Description
This course will introduce you to the concept of health literacy and guide you in developing the knowledge and skills to advocate for yourself, family, friends, neighborhood and community, and engage productively with healthcare providers, systems, and policy. You will explore your own and others’ perspectives of health information and communication, and different pathways and strategies to help create the conditions for informed and engaged individuals and communities.

The course will cover health literacy from a human perspective (what you can do for yourself and others) and a systems perspective (what you can do to get healthcare systems, including providers, to promote health literacy). Course activities include background readings, podcasts, individual assignments, a semester-long group project that culminates with a final paper and slide presentation, a mid-term exam, and in-class discussions.

Recommended Course Pre- and Co-requisites
- HLTH371 Communicating Safety and Health; or
- equivalent health communication or journalism course from another UMD department or other accredited college or university.

Course Learning Objectives
Upon completing this course, the student will be able to:
1. Explain how literacy and numeracy affect health
2. Describe how health literacy affects individual, family, neighborhood, community, and national health
3. Implement tools and strategies to assess communities and health systems for health literacy friendliness
4. Demonstrate how to advocate for health information, communication and services that align with health literacy best practices
5. Use health literacy assessments to assess individual health literacy
6. Design and evaluate health materials using best practice health literacy tools
Program Competencies Addressed in this Course
The following competencies for the Bachelor of Science in Community Health and Public Health Science are addressed in this course:
1. Describe how to advocate for effective community health initiatives at the local, state, and federal levels.
2. Describe how to plan, implement and administer short- and long-term community health interventions.
3. Demonstrate competency in planning, preparing and delivering effective community health presentations.
4. Identify individual and community-level needs for health promotion and disease prevention.
5. Identify principles and theories of community health that are needed for the development of effective health promotion and disease prevention strategies.
6. Identify strategies that effectively incorporate cultural competence with health promotion and community health initiatives.
7. Identify the major health-related needs and concerns of populations and formulate basic processes, approaches, and interventions as possible solutions.
8. Illustrate the basic concepts of public health-specific writing and communication.
9. Examine the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.

Skills Learned or Reinforced in this Course include how to
• write and speak about health in plain language
• create and analyze health messages and materials for health literacy factors
• do health literacy work in communities
• identify the ways that healthcare providers and the healthcare system create and sustain low health literacy
• advocate and plan for health literacy as an issue of social justice and health equity
• apply health literacy insights to health policies and programs

Required Texts and Other Readings
• Health Literacy Out Loud podcasts (online)
• Journal articles, reports, and web resources listed in the detailed weekly session outline and available online or on the Canvas website.

Recommended Texts
• Teeth, Mary Otto, 2017
• What Patients Say, What Doctors Hear, Danielle Ofri, 2017
Required Technology and Other Materials

- Laptop or tablet with wireless access for select in-class activities and assignments
- You need to purchase a physical “clicker” or download the cell phone clicker application. Visit the Students section of clickers.umd.edu for details. You will want some spare CR2032 batteries for actual clicker.

Course Communication

Students should contact Heather through the above email to discuss questions, absences, or accommodations. Learn how to write professional emails here (ter.ps/email). Time-sensitive information and announcements will be sent on Canvas.

Inclement Weather / University Closings / Emergency Procedures

In the event that the University has a delayed opening or is closed for an emergency or extended period of time, I will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies.

University Course Related Policies

All University of Maryland-approved course policies are provided at the following website:
http://www.ugst.umd.edu/courserelatedpolicies.html

Policy descriptions, resources, and links to official policy documents are provided for:

- **Academic Integrity:** What is cheating? What is plagiarism? What is the Honor Pledge?
- **Code of Student Conduct:** What behavior is prohibited?
- **Sexual Misconduct:** What to do in case of sexual harassment or sexual assault.
- **Non-Discrimination:** Procedures to prohibit discrimination, complaints about discrimination, harassment, and retaliation.
- **Accessibility:** Information about disability support services (DSS) and accommodations.
- **Attendance, Absences, or Missed Assignments:** The student must notify the instructor in a timely manner (typically first week of class). Read this prior to Schedule Adjustment date.
- **Student Rights Regarding Undergraduate Courses:** What should I find in the course syllabus? Am I allowed to see my exams after they are graded?
- **Official UMD Communication:** Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications.
- **Mid-Term Grades:** Provided for 100 and 200 level courses, and all student athletes.
- **Complaints About Course Final Grades:** Questions about course grades should first be addressed to the course instructor.
- **Copyright and Intellectual Property:** Who owns the work that I produce in class?
- **Final Exams:** Final exams are scheduled by the University.
- **Course Evaluations:** The School of Public Health is committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction.
- **Campus Resources:** ELMS, counseling, learning workshops, tutoring, writing help, questions about graduation, adding or dropping classes, withdrawing from the semester, etc.
**Course Procedures and Policies**

**Attendance, Absences, and Participation Points**

It is expected that students will attend and participate in all classes, but attendance will not be graded. However, we will have in-class participation activities, such as muddiest point and exam wrapper, which will be used to enhance class engagement and track participation points. In-class quizzes will also occur randomly throughout the semester and count toward the participation grade. These participation points will be factored into your final grade. This means that absences may impact your final participation grade.

Anticipated absences for religious observances should be shared with me during the first 3 weeks of the semester. Absences due to a medical or family emergency will require documentation and notice within one week of the missed class; however, it is ideal to notify me before missing class. Participation points can be made up in the case of a holiday or medical or family emergency when notified appropriately. If I am not notified beforehand (holiday) or notified more than one week after an unexcused absence, participation points will not be awarded.

**Lateness and Early Departures**

Leaving early or arriving late are typically not acceptable in a work/professional setting. In a college atmosphere lateness and early departures are very disruptive and rude to the instructor, guest speakers, and other students. All students are expected to arrive on time and to remain in class for the entire period.

**Late Work and Missed Assignments**

Students who are having difficulty completing an assignment on time should email Heather before the deadline for support and to inform me of turning in late work. Students will lose 5-points for every day an assignment is late. Students should submit their assignments on Canvas before class starts on the assignment due date. Students with an excused absence that miss an in-class assignment will have the opportunity to make it up.

**Phone are NOT Permitted during our Class Meetings**

I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. Phones are only to be used with clicker polling. If you have critical communication to attend to, please excuse yourself and return when you are ready. You will be responsible for any missed content, so ask a classmate for their notes. For more information about the science behind the policy watch: [http://youtu.be/WwPaw3Fx5Hk](http://youtu.be/WwPaw3Fx5Hk).

**Laptops Use**

I understand that many students like to take notes on laptops. However, they do present an irresistible distraction and detract from the cooperative learning environment. Researchers have found that these distractions do in fact interfere with learning and active participation. You should plan to take class notes with paper and pen/pencil. The UMD Teaching and Learning Center also promotes handwritten class notes to facilitate learning.

I allow laptop computers or tablets with wireless connections in the classroom for classroom activities. I will let you know when to use your devices. Otherwise, they must be off and out of sight. If you use technology for classroom accommodations, please let me know in advance.
**Additional Classroom Rules**
If you intend to audio or video record any part of classroom discussion or activities, you must let me and all your classmates know in advance. No one can be recorded in the classroom without permission. Please provide any classroom accommodations within the first three weeks of the semester.

**Available Support Services**
You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting [http://ter.ps/learn](http://ter.ps/learn) and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting [http://ter.ps/writing](http://ter.ps/writing) and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit [http://www.counseling.umd.edu](http://www.counseling.umd.edu).

Everything is free because you have already paid for it, and **everyone needs help**… all you have to do is ask for it.

**Names/Pronouns and Self Identifications**
The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell me how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit [trans.umd.edu](http://trans.umd.edu) to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and disability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

**Course Information**
The course is organized around different dimensions and levels of health literacy, reflection, and problem-solving activities so that you can understand how health literacy affects everyday health and apply what you learn to advocate for solutions to real-world problems. Students are welcome to connect their prior experiences to course topics.

**Learning Assessments / Major Graded Assignments**

**Participation Points**
Participation points will be awarded in many forms and are worth 15% of your final grade. The most basic is the syllabus quiz, which is due the first week in class. We will also do a muddiest point once a week. Students will submit an index card with their name on it sharing the most confusing or muddiest point of the week. Common muddiest points will be reviewed in later classes to optimize learning. Students will also receive participation points for completing the Exam Wrapper after the mid-term exam and in-class minute papers.
Students will also be able to earn participation points for submitting an exam question to Kahoot! for the mid-term exam. Kahoot! is a website and phone app aimed to assist students with studying for exams. I have the right to use the best study questions on Kahoot! on the actual exams. Students who have their question chosen will receive extra participation points and hopefully you’ll know the answer on the exam!

**Mid-term Exam**
There will be one exam given during the semester. The exam is worth 15% of your final grade. The exam will cover material from the reading assignments as well as information presented in class through lectures, guest speakers, and class discussions. The mid-term exam will include short essay responses in addition to multiple choice, matching, and true/false questions. The mid-term will take place in class on April 1st. The exam will be on Canvas, so a laptop will be needed. Laptops can be borrowed on campus through the TLC Equipment Loan Program - see [https://www.lib.umd.edu/tlc/equipment](https://www.lib.umd.edu/tlc/equipment).

Strong Kahoot! questions may be chosen as exam questions. We will complete an Exam Wrapper in class after the mid-term exam. An Exam Wrapper is an opportunity to reflect on your exam performance and on the effectiveness of your exam preparation. We will also review exam statistics after the mid-term exam.

**Students are expected to be in class for their exam.** Should an emergency arise that will prevent the student from being present for a scheduled exam, the student must contact Heather by email as soon as possible before missing the exam. Upon presentation of a documented emergency, the student can make up the exam at the discretion of the instructor. If you have a conflict with a scheduled exam time, it may be possible to take the exam early, with a minimum of 2 weeks advance notice. Let me know as soon as possible if you have a conflict with the exam time.

**Short Individual Papers**
There will be a walking tour summary due after completing a walking tour of the health center. Students will also submit a student reflection paper at the end of the semester reflecting on how they have become a health literate student. Additional information about these papers can be found on Canvas.

**Individual Project – Podcast**
Students will create a podcast by interviewing an adult (18+ years old) on health literacy. Students will submit a paper early in the semester with their podcast introduction script and interview questions. They will also submit the audio podcast and a reflection paper. Additional information about this project can be found on Canvas. This assignment is worth 20% of your final grade.

**Semester-long Group Project**
The semester-long project is a group project and each group will submit final drafts of three parts of the paper, the final paper, and complete a final presentation. Group topics include oral health, health insurance, nutrition, mental health, sexual health, vaccinations, substance use. Students will select their groups in week 2 of class. Additional information about this project can be found on Canvas. This assignment is worth 40% of your final grade.
Grading Procedures
Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on Canvas. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet in my office. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Below is a list of graded assignments and their percent value for a total of 100%. Your grade is divided between individual and group efforts: 60% of your grade is based on individual effort and 40% on group.

<table>
<thead>
<tr>
<th>Learning Assessments</th>
<th>Points Each</th>
<th>Category Total</th>
<th>Category Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation Points</strong>: syllabus quiz, exam wrapper, minute papers, muddiest point, Kahoot! exam review</td>
<td>Multiple</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Mid-term Exam</strong></td>
<td>1</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Walking Tour Summary</strong></td>
<td>1</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Health Literate Student Reflection Paper</strong></td>
<td>1</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Podcast Introduction and Interview Questions Paper</strong></td>
<td>1</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Podcast</strong></td>
<td>1</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Podcast Reflection Paper</strong></td>
<td>1</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Group Project Check-Ins</strong></td>
<td>3</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Final Group Paper</strong></td>
<td>1</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Final Group Presentation</strong></td>
<td>1</td>
<td>50</td>
<td>5%</td>
</tr>
</tbody>
</table>

Total Points: 1000 100%

Final letter grades for this class are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut (89.99 ≠ 90.00). It would be unethical to make exceptions for some and not others.

<table>
<thead>
<tr>
<th>Final Grade Cutoffs</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ 97.00%</td>
</tr>
<tr>
<td>+ 87.00%</td>
</tr>
<tr>
<td>+ 77.00%</td>
</tr>
<tr>
<td>+ 67.00%</td>
</tr>
<tr>
<td>A 94.00%</td>
</tr>
<tr>
<td>B 84.00%</td>
</tr>
<tr>
<td>C 74.00%</td>
</tr>
<tr>
<td>D 64.00%</td>
</tr>
<tr>
<td>F &lt;60.0%</td>
</tr>
<tr>
<td>- 90.00%</td>
</tr>
<tr>
<td>- 80.00%</td>
</tr>
<tr>
<td>- 70.00%</td>
</tr>
<tr>
<td>- 60.00%</td>
</tr>
</tbody>
</table>
# Course Outline / Course Calendar

## Course Schedule Summary

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1</td>
<td>1/28 &amp; 1/30</td>
<td>Course introduction and core concepts; Introduce team project</td>
<td>Syllabus quiz due on 1/30</td>
</tr>
<tr>
<td># 2</td>
<td>2/4 &amp; 2/6</td>
<td>Literacy and numeracy skills; How and why they matter for health</td>
<td></td>
</tr>
<tr>
<td># 3</td>
<td>2/11 &amp; 2/13</td>
<td>Individual health literacy: how we find, process, and understand health information and services; Health literacy assessments</td>
<td></td>
</tr>
<tr>
<td># 4</td>
<td>2/18 &amp; 2/20</td>
<td>Being (a) patient: how patients and healthcare providers communicate and interact</td>
<td>Health literacy podcast introduction and interview questions due 2/18</td>
</tr>
<tr>
<td># 5</td>
<td>2/25 &amp; 2/27</td>
<td>Group project check-in and re-group</td>
<td>Group check-in part 1 final draft due 2/25</td>
</tr>
<tr>
<td># 6</td>
<td>3/4 &amp; 3/6</td>
<td>Family and friends: who shares information with whom, who trusts whom, how do we share information, how do we verify information from others?</td>
<td></td>
</tr>
<tr>
<td># 7</td>
<td>3/11 &amp; 3/13</td>
<td>Neighborhoods and communities: physical and social networks, who influences whom, physical places as health literacy facilitators or barriers</td>
<td></td>
</tr>
<tr>
<td># 8</td>
<td>3/25 &amp; 3/27</td>
<td>Healthcare systems and organizational health literacy; Healthcare facility walking tour; Exam review</td>
<td>Group check-in part 2 final draft due 3/25</td>
</tr>
<tr>
<td># 9</td>
<td>4/1 &amp; 4/3</td>
<td><strong>Midterm Exam in Class on 4/1</strong></td>
<td>Midterm on 4/1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In class walking tour discussion and final report creation; Exam wrapper and minute paper in class on 4/3</td>
<td>Walking tour paper due on 4/3 in class</td>
</tr>
<tr>
<td># 10</td>
<td>4/8 &amp; 4/10</td>
<td>Health literacy and health policies: what type of health system do we want?</td>
<td></td>
</tr>
<tr>
<td># 11</td>
<td>4/15 &amp; 4/17</td>
<td>Knowing your audience; Health literacy tools to create messages, materials, services</td>
<td></td>
</tr>
<tr>
<td># 12</td>
<td>4/22 &amp; 4/24</td>
<td>Health literacy tools to create messages, materials, services</td>
<td>Group check-in part 3 final draft due 4/22</td>
</tr>
<tr>
<td># 13</td>
<td>4/29 &amp; 5/1</td>
<td>Testing health literacy messages, materials, services with intended users</td>
<td></td>
</tr>
<tr>
<td># 14</td>
<td>5/6 &amp; 5/8</td>
<td>Group work on final paper and presentations</td>
<td></td>
</tr>
</tbody>
</table>

**SPRING BREAK**

Health literacy podcast and reflection paper due 3/18
<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Event Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>5/13</td>
<td>Making the health literacy case: what needs to change and how do we inform and persuade decision-makers?</td>
<td>Final group paper &amp; HL student reflection paper due 5/13</td>
</tr>
<tr>
<td>Final Exams Week</td>
<td>TBA</td>
<td>Final presentations - present team projects</td>
<td>Group final presentation in class TBA</td>
</tr>
<tr>
<td>Required Session Outline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Session 1** | **Monday 1/28**  
| | **Wednesday 1/30**  
| Course introduction and core concepts; Syllabus and team project overview  
| Learning Objectives for Session  
| - Describe how health literacy affects individual, family, neighborhood, and community health  
| **Required readings + podcasts**  
| Osborne Chapters 1, 33  
| National Action Plan to Improve Health Literacy pgs. 3-12  
| Health Literacy Out Loud Podcasts #13, #39  
| **Assignments**  
| Syllabus Quiz Due on 1/30  
| **Session 2** | **Monday, 2/4**  
| | **Wednesday, 2/6**  
| Literacy and numeracy skills and how/why they matter for health; Team Project work in class  
| Learning Objectives for Session  
| - Explain how literacy and numeracy affect health  
| **Required readings + podcasts**  
| Osborne Chapters 21, 26  
| Theory at a Glance pgs. 10 – 12; Review both SEM website pages  
| Health Literacy Out Loud Podcasts #3, #38  
| **Assignments**  
| In-class activity – Group project selection and expectations; podcast interview questions  
| **Session 3** | **Monday, 2/11**  
| | **Wednesday, 2/13**  
| Individual health literacy: how we find, process, and understand health information and services; Health literacy assessments  
| Learning Objectives for Session  
| - Describe how health literacy affects individual, family, neighborhood, and community health  
| - Use health literacy assessments to assess individual health literacy  
| **Required readings + podcasts**  
| Osborne Chapters 2, 13  
| Health Literacy Out Loud Podcasts #124, #15  
| **Assignments**  
| In-class activity – health literacy assessments |
### Session 4

**Monday, 2/18**

**Wednesday, 2/20**

Being (a) patient: how patients and healthcare providers communicate and interact; Dr. Horowitz guest lecture 2/20

**Learning Objectives for Session**
- Demonstrate how to advocate for health information, communication and services that align with health literacy best practices
- Describe how health literacy affects individual, family, neighborhood, and community health

**Required readings + podcasts**
- Osborne Chapters 5, 7, 16, 29
- Health Literacy Out Loud Podcasts #94, #129
- Universal Precautions Toolkit – Review/Skim

**Recommended readings**
- Chapters 8, 14, 24, 25

**Assignments**
- Health Literacy Podcast Introduction and Interview Questions paper due on 2/18

### Session 5

**Monday, 2/25**

**Wednesday, 2/27**

Group project check-in and qualitative interview training

**Learning Objectives for Session**
- Describe how health literacy affects individual, family, neighborhood, and community health

**Required readings + podcasts**
- NCI Pink Book – Chapter on qualitative research pgs. 127 -140
- Osborne Chapters - None
- Health Literacy Out Loud Podcast - None

**Assignments**
- Group check-in part 1 final draft due on 2/25
- In-class activity – group work

### Session 6

**Monday, 3/4**

**Wednesday, 3/6**

Family and friends: who shares information with whom, who trusts whom, how do we share information, how do we verify information from others?

**Learning Objectives for Session**
- Describe how health literacy affects individual, family, neighborhood, and community health

**Required readings + podcasts**
**Basch et al. (2018). Health Information Seeking Behavior Among College Students.**
**Case et al. (2018). Source Credibility and E-Cigarette Attitudes: Implications for Tobacco Communication.**
**Health Literacy Out Loud Podcast – None**
**Osborne Chapters – None**

**Assignments**
None

### Session 7

**Monday, 3/11**

**Wednesday, 3/13**

- Neighborhoods and communities: physical and social networks, who influences whom, physical places as health literacy facilitators or barriers; Dr. Baur guest lecture

**Learning Objectives for Session**
- Describe how health literacy affects individual, family, neighborhood, and community health

**Required readings + podcasts**
- CDC/ATSDR Principles of Community Engagement – Focus on section on The Social Ecological Model of Health (pg. 20-23); Skim chapters 1 and 2
- A Review and Report of Community-Based Health Literacy Interventions
- Osborne Chapter 10

**Health Literacy Out Loud Podcast – None**

**Assignments**
- Health literacy podcast and reflection paper due on 3/18 (during spring break!)
- Individual activity (or in pairs) - walking tour of UMD student health center
- In-class activity – group work

### Session 8

**Monday, 3/25**

**Wednesday, 3/27**

- Healthcare systems and organizational health literacy; exam review; complete UMD health center walking tour on own time in pairs or individually

**Learning Objectives for Session**
- Demonstrate how to advocate for health information, communication and services that align with health literacy best practices

**Required readings + podcasts**
- Osborne Chapters 12, 27, 30; review chapter 10 if you didn’t last week!
- 10 Attributes of a Health Literate Health Care Organization
- Health Literacy Out Loud Podcast #179

**Assignments**
- Group project check-in final draft part 2 due 3/25
- Individual activity (or in pairs) - walking tour of UMD student health center
In-class exam review

| Session 9 | Monday, 4/1  
<table>
<thead>
<tr>
<th></th>
<th>Wednesday, 4/3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam; In-class discussion activity on walking tour</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Objectives for Session**
- Demonstrate how to advocate for health information, communication and services that align with health literacy best practices

**Required readings + podcasts**
- Osborne Chapters - None
- Health Literacy Out Loud Podcast - None

**Assignments**
- Midterm Exam will take place in class on 4/1 → Laptop required to take exam on Canvas
- In class: Walking tour summary due 4/3; Exam wrapper, mid-term minute paper in-class

| Session 10 | Monday, 4/8  
<table>
<thead>
<tr>
<th></th>
<th>Wednesday, 4/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health literacy and health policies: what type of health system do we want?; Dr. Baur guest lecture (4/10)</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Objectives for Session**
- Demonstrate how to advocate for health information, communication and services that align with health literacy best practices

**Required readings + podcasts**
- Osborne Chapter 4
- Health Literacy Out Loud Podcasts #155, #148

**Assignments**
- In-class activity – group work

| Session 11 | Monday, 4/15  
<table>
<thead>
<tr>
<th></th>
<th>Wednesday, 4/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health literacy tools to create messages, materials, services</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Objectives for Session**
- Design and evaluate health materials using best practice health literacy tools
- Implement tools and strategies to assess communities and health systems for health literacy friendliness

**Required readings + podcasts**
- Osborne Chapters 17, 18, 19, 20, 22, 23
**Assignments**
In-class activity – selecting topics for CDC Clear Communication Index

### Session 12  
**Monday, 4/22**  
**Wednesday, 4/24**

Health literacy tools to create messages, materials, services

**Learning Objectives for Session**  
- Design and evaluate health materials using best practice health literacy tools  
- Implement tools and strategies to assess communities and health systems for health literacy friendliness

**Required readings + podcasts**  
Osborne Chapters 3, 9, 11, 28, 38, 39

Health Literacy Out Loud Podcast #1092

Suitability Assessment of Materials (SAM)

**Assignments**  
Group check-in part 3 final draft due 4/22  
In-class activity – CDC Clear Communication Index Activity

### Session 13  
**Monday, 4/29**  
**Wednesday, 5/1**

Testing health literacy messages, materials, services with intended users

**Learning Objectives for Session**  
- Design and evaluate health materials using best practice health literacy tools  
- Implement tools and strategies to assess communities and health systems for health literacy friendliness

**Required readings + podcasts**  
Osborne Chapters 6, 15  
Health Literacy Out Loud Podcast – None

**Assignments**  
None

### Session 14  
**Monday, 5/6**  
**Wednesday, 5/8**

Group work on final paper and presentations

**Required readings + podcasts**  
Osborne Chapters - None  
Health Literacy Out Loud Podcast - None
## Assignments
In-class activity – group work

### Session 15  
**Monday, 5/13**

Making the health literacy case: what needs to change and how do we inform and persuade decision-makers?

**Learning Objectives for Session**
- Demonstrate how to advocate for health information, communication and services that align with health literacy best practices

**Required readings + podcasts**
Osborne Chapter 31
Health Literacy Out Loud Podcasts #151, #174

**Assignments**
Final group paper due 5/13
Health literate student reflection paper due 5/13

### Session 16 (Final Exam Week)  
**TBA**

Group project presentations on day/time to be announced