

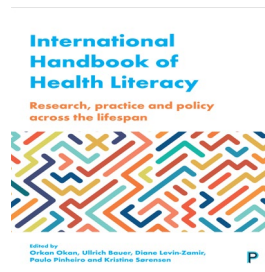


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**Email:** [Lorraine.Wallace@osumc.edu](mailto:Lorraine.Wallace@osumc.edu)  
**Office Hours:** I am available by appointment and look forward to meeting with you.

**Class Meeting Schedule:**

*Global Health Literacy Practice, Policy and Research* (MEDCOLL 6200) is an asynchronous online course with content organized and delivered via structured modules. Modules include readings, slide presentations, videos, podcasts, and self-assessment activities.

**Required Course Materials:**



Okan, O., Bauer, U., Levin-Zamir, D., Pinheiro, P., & Sorensen, K (Editors). *International Handbook of Health Literacy*, 2019. Policy Press, Bristol, United Kingdom.

<https://library.oapen.org/handle/20.500.12657/24879>

Institute for Healthcare Advancement (IHA). *The Health Literacy Solutions Center*. Review and join IHA's listserv: <https://www.healthliteracysolutions.org/home>

Health Literacy Out Loud (HLOL) Podcasts. Review available HLOL podcasts:

<https://healthliteracy.com/health-literacy-out-loud-hlol-podcasts/>

All other peer-reviewed scientific literature, slide presentations, videos and other materials will be posted to CarmenCanvas (<https://carmen.osu.edu/>).

### **Course Description:**

*Global Health Literacy Practice, Policy and Research* (MEDCOLL 6200) introduces graduate and professional students to health literacy practice, policy, and research across the globe. The course will provide an overview of population-based health literacy definitions and estimates from a global perspective. Students will recognize populations at high risk (e.g., elderly) of limited health literacy and describe strategies to foster improved interactions within healthcare settings. Throughout the course, we will critically examine health literacy measurement and screening tools, available in multiple languages, designed for use in both research and clinical settings. Students will recognize how health literacy affects global population-based health outcomes and health disparities. Students will gain an understanding of how evidence-based health literacy interventions and programming are designed, evaluated and scaled across diverse settings throughout the world. Through guided discussion and application of case studies, we will examine evidence-based strategies to promote health literacy organizational change across diverse settings, including application of health literacy competencies for healthcare providers. To prepare students for their future careers, implications of global health literacy policies and research infrastructure policies will be integrated into course readings and discussions throughout the semester.

### **Prerequisites:**

There are no prerequisites for this course.

### **Course Learning Outcomes:**

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

- discuss health literacy definitions and conceptual frameworks.
- describe historical underpinnings of health literacy as a discipline.
- compare and contrast global health literacy estimates across the lifespan.
- identify and describe various health literacy measurements.
- compare and contrast health literacy screening tools available to clinicians.
- articulate how health literacy affects health outcomes.
- describe the relationship between health literacy and health disparities.
- discuss key components of evidence-based health literacy interventions across the lifespan.
- describe key components of targeted health literacy programming across the lifespan.
- propose evidence-based strategies to promote health literacy organizational change.
- demonstrate how to advocate for health information, communication and services that align with health literacy best practices.
- describe recommended health literacy competencies for healthcare providers.

- discuss evidence-based practices for creation and dissemination of oral, written and digital health communications across the globe.
- articulate emerging global health literacy policies and research infrastructure issues.

### **Online Structure:**

This course will be conducted in a distance-learning, asynchronous online format. All materials will be provided via CarmenCanvas and all assignments will be completed via CarmenCanvas file upload. All necessary materials will be provided in the content section of CarmenCanvas. A tutorial is available at <https://ocio.osu.edu/audience/students>. Notices about this course will be sent to your [name.#@buckeyemail.osu.edu](mailto:name.#@buckeyemail.osu.edu) account. All students must have an active OSU email account and remain electronically connected to OSU. Emails may be forwarded to an external email address. Please contact the Help Desk for more information.

### **Course Technology:**

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. Self-Service and Chat support: <http://ocio.osu.edu/selfservice> • Phone: 614-688-HELP (4357) Email: [8help@osu.edu](mailto:8help@osu.edu) • TDD: 614-688-8743

### **Safety and Health Requirements:**

All teaching staff and students are required to comply with and stay up to date on all University safety and health guidance, which includes wearing a facemask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

### **Academic Misconduct:**

"Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM

determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me." (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [<http://studentconduct.osu.edu/>].

### **Disabilities:**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let faculty know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### **Counseling and Consultation Services:**

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

### **Diversity:**

*"The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited."*

**Title IX:**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race/gender). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu).

**Grievances and Solving Problems:**

Please see SHRS Student Handbook Policy # 5 and Policy #20 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #5 and #20, a student should then take any problem or grievance to the Division Director.

**Conduct in the Classroom and Academic Learning Environment:**







Students will adhere to the code of student conduct for The Ohio State University at all times.

**This syllabus, the course elements, policies, and schedule are subject to change.**

**Grading and Evaluation:**

Graded assignments may come in three forms, and students should note the expectations for each in the descriptions of our class assignments below.

- **Independent Work (👤):** Strictly non-collaborative, original-individual work. You may discuss this assignment only with your instructor. Discussions with other individuals, either in person or electronically, are strictly prohibited.
- **Collaboration Required (👥):** An explicit expectation for collaboration among students either in-class or outside (i.e. group work).
- **Optional-Collaboration (💬):** Students are permitted, but not required, to discuss the assignment or ideas with each other. However, all submitted work must be one's original and individual creation.

Assignment Name	Points / Weight	Assignment Type
Discussion Board Responses (14 weekly responses @ 20 points each)	280	
Health Literacy Out Loud Podcast Critique (1 review @ 20 points)	20	
Examination—Modules 1 and 2	100	
Examination—Modules 3 and 4	100	
Examination—Modules 5 and 6	100	
Health Literacy Project	400	
<b>TOTAL COURSE POINTS</b>	<b>1000</b>	

### Course Assignments:

#### Discussion Board Responses

Discussion with your classmates is a vital part of learning. In this course, you will participate in six (6) weekly general discussions. Each week, two (2) discussion prompts, pertaining to material covered during class, will be posted on the Discussion Board. To receive full credit for each weekly discussion, you need to post thoughtful, well-written responses to both prompts and respond to two of your classmates' answers. Responses must be posted to the course CarmenCanvas Discussion Board by 9:00 am on:

- August 30, 2021
- September 6, 2021
- September 13, 2021
- September 20, 2021
- September 27, 2021
- October 4, 2021
- October 11, 2021
- October 18, 2021
- October 25, 2021
- November 1, 2021
- November 8, 2021
- November 15, 2021
- November 22, 2021
- December 6, 2021

#### Health Literacy Out Loud (HLOL) Podcast Critique

Select and critique one (1) HLOL (<https://healthliteracy.com/health-literacy-out-loud-hlol-podcasts/>). Compose a 250-300 word critique of your selected HLOL Podcast. Your HLOL Podcast critique is due on October 4, 2021 at 9:00 am.

### **Examinations**

Students will complete three (3) open-book examinations. Examination distribution and due dates are as follows:

<b>Examination Content</b>	<b>Distribution Date/Time</b>	<b>Submission Date/Time</b>
Modules 1 and 2	September 10, 2021 at 9:00 am	September 20, 2021 at 9:00 am
Modules 3 and 4	October 15, 2021 at 9:00 am	October 25, 2021 at 9:00 am
Modules 5 and 6	December 6, 2021 at 9:00 am	December 16, 2021 at 9:00 am

### **Health Literacy Project**

double spaced paper focusing on a specialized area of inquiry based on issues related to a specific population, health condition, public health communication issue, literacy and health disparities, or communication methods or techniques to enhance health communication. The following criteria will be required for examination of this issue:

- statement of the problem/issue
- current health literacy research on the problem/issue
- gaps in research and recommendations for further studies on the problem issue
- Implications for professional practice within a global context

Your Health Literacy Project is due on November 22, 2021 at 9:00 am.

#### **Grading Scale**

A	A-	B+	B	B-	C+	C	C-	D+	D	E
>93%	92.9-90%	89.9-87%	86.9-83%	82.9-80%	79.9-77%	76.9-73%	72.9-70%	67.9-69%	66.9-60%	<60%

### **Course Schedule**

Date	Topics	Readings	Assignment(s)
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Module 1: Overview of Population-based Health Literacy Definitions and Estimates			
<b>Week 1</b> 08/24- 08/30	<p>Introduction to the course, syllabus and assignments</p> <p>Health Literacy</p> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• History</li> <li>• Conceptual Framework</li> </ul>	<p><i>International Handbook of Health Literacy</i></p> <p>Chapter #1 (Defining Health Literacy: Exploring Differences and Commonalities)</p> <p>Chapter #2 (From Saranac Lake to Shanghai: A Brief History of Health Literacy)</p> <p>Maindal et al. (2020)  <a href="https://pubmed.ncbi.nlm.nih.gov/32588781/">https://pubmed.ncbi.nlm.nih.gov/32588781/</a></p>	<p>Discussion Board Responses—Week #1 (submitted to CarmenCanvas Discussion Board by 08/30/2021 at 9:00 am)</p>
<b>Week 2</b> 08/31- 09/06	<p>Population-based Health Literacy Estimates across the Globe</p> <p><b>Global Case Studies:</b>  Austria, Belgium, Bosnia, Cyprus, Czech Republic, Estonia, Egypt, Finland, Germany, Greece, Herzegovina, Hungary, Iran, Kuwait, Macedonia, Netherlands, Nigeria, Poland, Slovakia, Trinidad, Uruguay, United Kingdom, United States</p>	<p>Alhuwail et al. (2019)  <a href="https://pubmed.ncbi.nlm.nih.gov/31127723/">https://pubmed.ncbi.nlm.nih.gov/31127723/</a></p> <p>Anwar et al. (2020)  <a href="https://pubmed.ncbi.nlm.nih.gov/32673345/">https://pubmed.ncbi.nlm.nih.gov/32673345/</a></p> <p>deWit et al. (2020)  <a href="https://pubmed.ncbi.nlm.nih.gov/32252281/">https://pubmed.ncbi.nlm.nih.gov/32252281/</a></p> <p>Haghdoost et al. (2019)  <a href="https://pubmed.ncbi.nlm.nih.gov/31782520/">https://pubmed.ncbi.nlm.nih.gov/31782520/</a></p> <p>Kuyinu et al. (2020)  <a href="https://pubmed.ncbi.nlm.nih.gov/32790756/">https://pubmed.ncbi.nlm.nih.gov/32790756/</a></p> <p>Paakkari et al. (2020)  <a href="https://pubmed.ncbi.nlm.nih.gov/32438595/">https://pubmed.ncbi.nlm.nih.gov/32438595/</a></p> <p>Rey-Ares, et al. (2014)  <a href="https://pubmed.ncbi.nlm.nih.gov/27201600/">https://pubmed.ncbi.nlm.nih.gov/27201600/</a></p> <p>Sariyar et al. (2020)  <a href="https://pubmed.ncbi.nlm.nih.gov/32337587/">https://pubmed.ncbi.nlm.nih.gov/32337587/</a></p>	<p>Discussion Board Responses—Week #2 (submitted to CarmenCanvas Discussion Board by 09/06/2021 at 9:00 am)</p>

		<p>Todorovic et al. (2019)  <a href="https://pubmed.ncbi.nlm.nih.gov/31013799/">https://pubmed.ncbi.nlm.nih.gov/31013799/</a></p> <p>Wills et al. (2020)  <a href="https://pubmed.ncbi.nlm.nih.gov/31407795/">https://pubmed.ncbi.nlm.nih.gov/31407795/</a></p>	
<b>Module 2: Health Literacy Measurement</b>			
<p><b>Week 3</b>  09/07-  09/13</p>	<p>Health Literacy Measurement across the Globe (Application, Comprehension, e-Health Literacy, Health-Related Knowledge, Information Seeking, Numeracy)</p> <p><b><u>Global Case Studies—Languages:</u></b>  Arabic, Brazilian Portuguese, Burmese, Croatian, Danish, Dutch, English, French, German, Greek, Hebrew, Hindi, Indonesian, Italian, Japanese, Korean, Kazakh, Mandarin, Romanian, Serbian, Spanish, Turkish, Vietnamese</p>	<p><i>International Handbook of Health Literacy</i>  Chapter #5 (Measuring Health Literacy in Adults: An Overview and Discussion of Current Tools)  Chapter #8 (Measuring Health Literacy in Europe: Introducing the European Health Literacy Survey Questionnaire)</p> <p>Health Literacy Tool Shed  <a href="https://healthliteracy.bu.edu/">https://healthliteracy.bu.edu/</a></p> <p>Sfeatcu et al. (2020)  <a href="https://pubmed.ncbi.nlm.nih.gov/32881604/">https://pubmed.ncbi.nlm.nih.gov/32881604/</a></p>	<p>Discussion Board Responses—Week #3 (submitted to CarmenCanvas Discussion Board by 09/13/2021 at 9:00 am)</p>
<p><b>Week 4</b>  09/14-  09/20</p>	<p>Health Literacy Screening Tools in Clinical Practice</p>	<p>Leung et al. (2020)  <a href="https://pubmed.ncbi.nlm.nih.gov/33093243/">https://pubmed.ncbi.nlm.nih.gov/33093243/</a></p> <p>Miser et al. (2013)  <a href="https://pubmed.ncbi.nlm.nih.gov/23743942/">https://pubmed.ncbi.nlm.nih.gov/23743942/</a></p> <p>Singh et al. (2015)  <a href="https://pubmed.ncbi.nlm.nih.gov/26370120/">https://pubmed.ncbi.nlm.nih.gov/26370120/</a></p> <p>Stagliano et al. (2013)  <a href="https://pubmed.ncbi.nlm.nih.gov/24004707/">https://pubmed.ncbi.nlm.nih.gov/24004707/</a></p>	<p>Discussion Board Responses—Week #4 (submitted to CarmenCanvas Discussion Board by 09/20/2021 at 9:00 am)</p> <p>Examination—Modules 1 and 2 (submitted to CarmenCanvas DropBox by 09/20/2021 at 9:00 am)</p>

		Wallace et al. (2006) <a href="https://pubmed.ncbi.nlm.nih.gov/16881950/">https://pubmed.ncbi.nlm.nih.gov/16881950/</a>	
<b>Module 3: Health Literacy, Health Outcomes and Health Disparities</b>			
<b>Week 5</b> 09/21- 09/27	Overview of Health Literacy in Relation to Health Outcomes and Health Disparities	<i>International Handbook of Health Literacy</i> Chapter #9 (Health Literacy and Health Disparities: A Global Perspective) Chapter #11 (Critical Health Literacy for the Marginalized: Empirical Findings)	Discussion Board Responses—Week #5 (submitted to CarmenCanvas Discussion Board by 09/27/2021 at 9:00 am)
<b>Week 6</b> 09/28- 10/04	Health Literacy, Health Outcomes and Disparities across the Globe  <b><u>Global Case Studies:</u></b> Brazil, Colombia, Belarus, Dominican Republic, Guatemala, Honduras, Peru, Saudi Arabia, South Korea, Moldova, the Netherlands, Turkey, Uganda, United States	Almigbal et al. (2019) <a href="https://pubmed.ncbi.nlm.nih.gov/31707414/">https://pubmed.ncbi.nlm.nih.gov/31707414/</a>  An et al. (2019) <a href="https://pubmed.ncbi.nlm.nih.gov/31240741/">https://pubmed.ncbi.nlm.nih.gov/31240741/</a>  Blizniuk et al. (2015) <a href="https://pubmed.ncbi.nlm.nih.gov/26513849/">https://pubmed.ncbi.nlm.nih.gov/26513849/</a>  Dongarwar et al. (2019) <a href="https://pubmed.ncbi.nlm.nih.gov/31195100/">https://pubmed.ncbi.nlm.nih.gov/31195100/</a>  Gomes et al. (2020) <a href="https://pubmed.ncbi.nlm.nih.gov/32042313/">https://pubmed.ncbi.nlm.nih.gov/32042313/</a>  Nwosu et al. (2020) <a href="https://pubmed.ncbi.nlm.nih.gov/33102147/">https://pubmed.ncbi.nlm.nih.gov/33102147/</a>  Stormacq et al. (2019) <a href="https://pubmed.ncbi.nlm.nih.gov/30107564/">https://pubmed.ncbi.nlm.nih.gov/30107564/</a>  van der Gaag et al. (2017) <a href="https://pubmed.ncbi.nlm.nih.gov/28506230/">https://pubmed.ncbi.nlm.nih.gov/28506230/</a>	Discussion Board Responses—Week #6 (submitted to CarmenCanvas Discussion Board by 10/04/2021 at 9:00 am)  HLOL Podcast Critique (submitted to CarmenCanvas DropBox by 10/04/2021 at 9:00 am)

		<p>Vianello et al. (2020)  <a href="https://pubmed.ncbi.nlm.nih.gov/33008354/">https://pubmed.ncbi.nlm.nih.gov/33008354/</a></p> <p>Yilmazel (2019)  <a href="https://pubmed.ncbi.nlm.nih.gov/31898660/">https://pubmed.ncbi.nlm.nih.gov/31898660/</a></p>	
<b>Module 4: Interventions and Programs to Promote Health Literacy across the Lifespan</b>			
<p><b>Week 7</b>  10/05-10/11</p>	<p>Overview of Health Literacy Interventions: 1980-present</p> <p>Health Literacy Interventions and Programming for Children and Adolescents</p> <p><b>Global Case Studies:</b>  Canada, Germany, Israel, Poland, United States</p>	<p><i>International Handbook of Health Literacy</i>  Chapter 14 (Improving Health Literacy in Clinical and Community Populations)  Chapter #15 (MEDIA PROJECT: A Setting- and Parent-targeted Intervention for a Healthy Childhood in the Digital Age)  Chapter #17 (Mental Health Literacy for Refugee Youth: A Cultural Approach)  Chapter #20 (Health Literacy Interventions for Children and Adolescents: An Overview and Insights into Practical Applications)</p> <p>Levin-Zamir et al. (2020)  <a href="https://pubmed.ncbi.nlm.nih.gov/32593996/">https://pubmed.ncbi.nlm.nih.gov/32593996/</a></p> <p>Mazur et al. (2019)  <a href="https://pubmed.ncbi.nlm.nih.gov/31654998/">https://pubmed.ncbi.nlm.nih.gov/31654998/</a></p>	<p>Discussion Board Responses—Week #7 (submitted to CarmenCanvas Discussion Board by 10/05/2021 at 9:00 am)</p>
<p><b>Week 8</b>  10/12-10/18</p>	<p>Health Literacy Interventions and Programming for Adults</p> <p><b>Global Case Studies:</b>  Cameroon, New Zealand, South Africa, United States</p>	<p><i>International Handbook of Health Literacy</i>  Chapter #22 (A Stated Preference Discrete Choice Health Literacy Intervention Framework for the Control of Non-Communicable Diseases in Africa)  Chapter #26 (Putting the Literacy Back into Health Literacy: Interventions in US Adult Literacy and English Language Programmes)</p> <p>Hopoi et al. (2020)  <a href="https://pubmed.ncbi.nlm.nih.gov/32776571/">https://pubmed.ncbi.nlm.nih.gov/32776571/</a></p>	<p>Discussion Board Responses—Week #8 (submitted to CarmenCanvas Discussion Board by 10/18/2021 at 9:00 am)</p>

		<p>Lopes et al. (2020)  <a href="https://pubmed.ncbi.nlm.nih.gov/32836371/">https://pubmed.ncbi.nlm.nih.gov/32836371/</a></p> <p>Pourrazavi et al. (2020)  <a href="https://pubmed.ncbi.nlm.nih.gov/32793345/">https://pubmed.ncbi.nlm.nih.gov/32793345/</a></p>	
<p><b>Week 9</b>  10/19-  10/25</p>	<p>Health Literacy Interventions and Programming for Older Adults</p> <p><b>Global Case Studies:</b>  Hong Kong, Malaysia, Malawi, United States</p>	<p><i>International Handbook of Health Literacy</i>  Chapter #21 (Health Literacy Interventions in the Delivery of Pharmaceutical Care)  Chapter #41 (A Lifespan Perspective on Health Literacy: Ageing and End-of-Life Issues)</p> <p>Chang et al. (2020)  <a href="https://pubmed.ncbi.nlm.nih.gov/32925185/">https://pubmed.ncbi.nlm.nih.gov/32925185/</a></p> <p>Kohler et al. (2020)  <a href="https://pubmed.ncbi.nlm.nih.gov/33067285/">https://pubmed.ncbi.nlm.nih.gov/33067285/</a></p> <p>Hickman et al. (2019)  <a href="https://pubmed.ncbi.nlm.nih.gov/30853552/">https://pubmed.ncbi.nlm.nih.gov/30853552/</a></p> <p>Nouri et al. (2019)  <a href="https://pubmed.ncbi.nlm.nih.gov/31424575/">https://pubmed.ncbi.nlm.nih.gov/31424575/</a></p> <p>Or et al. (2020)  <a href="https://pubmed.ncbi.nlm.nih.gov/32037202/">https://pubmed.ncbi.nlm.nih.gov/32037202/</a></p>	<p>Discussion Board Responses—Week #9 (submitted to CarmenCanvas Discussion Board by 10/25/2021 at 9:00 am)</p> <p>Examination—Modules 3 and 4 (submitted to CarmenCanvas DropBox by 10/25/2021 at 9:00 am)</p>
<p><b>Module 5: Health Literacy and Healthcare Services Delivery</b></p>			
<p><b>Week 10</b>  10/26-  11/01</p>	<p>Promoting Organizational Health Literacy</p> <p>Health Literacy Competencies for Healthcare Providers</p>	<p>Agency for Healthcare Research and Quality—Consensus Organizational Health Literacy Quality Improvement Measures  <a href="https://www.ahrq.gov/health-literacy/improve/organizational.html">https://www.ahrq.gov/health-literacy/improve/organizational.html</a></p> <p>Agency for Healthcare Research and Quality—Health Literacy Universal Precautions Tool Kit</p>	<p>Discussion Board Responses—Week #10 (submitted to CarmenCanvas Discussion Board by 11/01/2021 at 9:00 am)</p>

	<p><b>Global Case Studies:</b> Australia, European Union member states, Ireland, Italy, Malaysia, the Netherlands, United States</p>	<p><a href="https://www.ahrq.gov/sites/default/files/publications/files/healthlittoolkit24.pdf">https://www.ahrq.gov/sites/default/files/publications/files/healthlittoolkit24.pdf</a></p> <p>Coleman et al. (2017) <a href="https://pubmed.ncbi.nlm.nih.gov/31294254/">https://pubmed.ncbi.nlm.nih.gov/31294254/</a></p> <p>Karuranga et al. (2017) <a href="https://pubmed.ncbi.nlm.nih.gov/31294270/">https://pubmed.ncbi.nlm.nih.gov/31294270/</a></p> <p>Kaper et al. (2019) <a href="https://pubmed.ncbi.nlm.nih.gov/31619010/">https://pubmed.ncbi.nlm.nih.gov/31619010/</a></p> <p>Mak et al. (2020) <a href="https://pubmed.ncbi.nlm.nih.gov/33081062/">https://pubmed.ncbi.nlm.nih.gov/33081062/</a></p>	
<p><b>Week 11</b> 11/02-11/08</p>	<p>Health Literacy and Oral, Written and Digital Communication</p> <p>Plain Writing Act of 2010—United States</p> <p><b>Global Case Studies:</b> European Union member states, Poland, United States</p>	<p>H.R. 946/ Plain Language Agenda <a href="https://www.congress.gov/bill/111th-congress/house-bill/946/text">https://www.congress.gov/bill/111th-congress/house-bill/946/text</a></p> <p>Mishra et al. (2020) <a href="https://pubmed.ncbi.nlm.nih.gov/32809028/">https://pubmed.ncbi.nlm.nih.gov/32809028/</a></p> <p>Szmuda et al. (2020) <a href="https://pubmed.ncbi.nlm.nih.gov/32807469/">https://pubmed.ncbi.nlm.nih.gov/32807469/</a></p>	<p>Discussion Board Responses—Week #11 (submitted to CarmenCanvas Discussion Board by 11/08/2021 at 9:00 am)</p>
<p><b>Week 12</b> 11/09-11/15</p>	<p>Tools to Develop and Evaluate Health Materials</p> <p><b>Global Case Studies:</b> Brazil, United States</p>	<p>Centers for Disease Control and Prevention (CDC)—Clear Communication Index (<a href="https://www.cdc.gov/ccindex/index.html">https://www.cdc.gov/ccindex/index.html</a>)</p> <p>Marinho et al. (2020) <a href="https://pubmed.ncbi.nlm.nih.gov/32187313/">https://pubmed.ncbi.nlm.nih.gov/32187313/</a></p>	<p>Discussion Board Responses—Week #12 (submitted to CarmenCanvas Discussion Board by 11/15/2021 at 9:00 am)</p>
<p><b>Module 6: Emerging Global Health Literacy Policies and Research Infrastructure</b></p>			
<p><b>Week 13</b> 11/16-11/22</p>	<p>Health Literacy Policies across the Globe</p>	<p><i>International Handbook of Health Literacy</i> Chapter #27 (Health Literacy Policies: European Perspectives)</p>	<p>Discussion Board Responses—Week #13 (submitted to CarmenCanvas Discussion Board by 11/22/2021 at 9:00 am)</p>

	<b>Global Case Studies:</b> Australia, Canada, European Union member states, Ghana, United States	Chapter #29 (Health Literacy Policies: National Examples from Canada) Chapter #31 (Health Literacy Policy in Australia: Past, Present and Future Directions) Chapter #32 (Health Literacy Policies: National Examples from the United States)  Amoah et al. (2018) <a href="https://pubmed.ncbi.nlm.nih.gov/29729490/">https://pubmed.ncbi.nlm.nih.gov/29729490/</a>	Discussion Board by 11/22/2021 at 9:00 am)  Health Literacy Project (submitted to CarmenCanvas DropBox by 11/22/2021 at 9:00 am)
<b>Weeks 14- 15</b> 11/23- 12/06	Health Literacy Research Infrastructure across the Globe  <b>Global Case Studies:</b> Australia, Canada, China, Germany, Iran, Saudi Arabia, Turkey, United States	Bazm et al. (2019) <a href="https://pubmed.ncbi.nlm.nih.gov/31492756/">https://pubmed.ncbi.nlm.nih.gov/31492756/</a>  Guo et al. (2020) <a href="https://pubmed.ncbi.nlm.nih.gov/33092206/">https://pubmed.ncbi.nlm.nih.gov/33092206/</a>  Vamos et al. (2020) <a href="https://pubmed.ncbi.nlm.nih.gov/32102271/">https://pubmed.ncbi.nlm.nih.gov/32102271/</a>	Discussion Board Responses—Weeks 14-15 (submitted to CarmenCanvas Discussion Board by 12/06/2021 at 9:00 am)
<b>Examination—Modules 5 and 6 (submitted to CarmenCanvas DropBox by 12/16/2021 at 9:00 am)</b>			

### **Attendance/Participation Expectations:**

*Global Health Literacy Practice, Policy and Research* (MEDCOLL 6200) is an asynchronous online course with content organized into six (6) topic-specific modules. While attendance is not assessed per se, regular online activity (i.e., Discussion Boards) is an integral part of the course. It is recommended that each student visit and review CarmenCanvas course pages several times per week.

### **Absence and Make-up Policy:**

Make-up quizzes and final examination will not be given except in case of a serious emergency for an extended time period. If so, you must contact the instructor before the event (or arrange for someone to do so) or as soon as possible. You must show evidence that you are physically unable to participate it, such as a clear and specific doctor's note mentioning the date, exam, and reason. Generally speaking, no make-ups will be granted for personal reasons such as travel, leisure, or to ease test week schedules, and no student will be permitted to take an exam beyond the scheduled and already-extended time period.

### **Late Assignment Submissions:**

Late assignments will not be accepted.

**Instructor Feedback and Response Expectations:**

- **Email:** I will reply to email within 48 hours.
- **Graded Materials Return:** I will grade, provide feedback and return all written assignments within 7 days.
- **Discussion Board Response Times:** I will reply to Carmen discussion boards within 48 hours.

**Copyright:**

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