Human health Literacy Syllabus

**Acknowledgement**

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. We also acknowledge all the unceded, traditional lands where you are joining this course from.

**Course Information**

**Course Title:** Human Health Literacy. [CAPS 210], [3 credits]

**No prerequisites / No corequisites**

**This course is Not For** students with Biology 12, Anatomy and Physiology 12, or enrolled in the Faculties of Science, Land and Food Systems, Pharmaceutical Sciences, Applied Science or School of Kinesiology.

**Contacts:**

Course Instructor:

Dr. Carol Ann Courneya (she/her/hers)

[courneya@mail.ubc.ca](mailto:courneya@mail.ubc.ca) (response time: 1-2 days)

**Online Synchronous Office Hours** Friday from 12:00pm-1pm (Zoom Link)

**Course Instructor Biographical Statement:**

Dr. Courneya is an Associate professor in the Department of Cellular and Physiological Sciences in the Faculty of Medicine. She has a 33-year history of teaching and research at UBC. Her academic training was in Cardiovascular Physiology and her research interest is medical education.

**Module Co-Authors:**

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**Course Structure:**

This is an entirely online course. Each week students are introduced to a new module that consists of:

**A written Scenario** that describes a person with a specific health issue and/or a specific disease diagnosis. The student is prompted to research some aspect of that health issue or diagnosis that could include understanding the symptoms, course of the disease, treatment(s) or future impact.

**A list of vocabulary** relevant to the health issue or disease described in the scenario

**Supporting information on Canvas** to help the student understand physiology or anatomy relevant to the health issue.

**A “starter list”** of two trusted, online links to get further information

Module-specific Assignments:

To complete the **Module Assignment** (see Figure 1) students are expected to generate a one-page Generative AI (e.g. ChatGPT) document (written in lay-language) that addresses the request for information as described in each Scenario. Students then use the Supporting Information on Canvas as well as information gathered at the starter links and at least two additional links to generate a **Scenario Specific Written Assignment**: this constitutes a written description (an original written by the student) that includes:

* the request for information requested in the Scenario including acknowledgements of where information was obtained.
* A list of at least two additional online links (beyond starter links) visited to obtain information
* a thoughtful critique of what was initially generated by their Generative AI document
* **AND incorporates the scenario specific vocabulary terms included for that scenario**.

This document can include up to two figures (with acknowledgement as to source of figures), and should not exceed two single-spaced, typed pages in length.

**Figure 1: Module Assignment Graphic**

Modules are arranged in a specific order on the Canvas page and the anticipated timing is for students to complete 1 module assignment per week. The exception is the first two modules are allowed 2 weeks for submission of assignment (see Canvas page).

Order of Topics:

**Course Modules:**

Module 1 Cardiovascular (2 weeks)

Module 2 Renal (2 weeks)

Module 3 Endocrine

Module 4 Immune System

Module 5 Gastro-intestinal

Module 6 Respiratory

Module 7 Reproduction

Module 8 The Senses

**Overarching Learning Objectives**

At the end of the course, students will be able to **research** and **explain**:

* the anatomy (structure) and physiology (functions) of eight major systems that are relevant to the scenarios discussed in each module
* relevant mechanisms by which each of the eight systems carries out its role
* the consequence of disruption of some of these processes that result in the health issues discussed in the scenarios
* each of the diagnoses discussed in the course using language appropriate for an educated lay audience
* the advantages and disadvantages of Generative AI when researching medical diagnoses

**Learning Materials**

All learning materials can either be obtained in the Supporting Materials for each Scenario on Canvas or from online Websites. There is no cost to obtaining any of the required materials.

**Assessment of learning:** Each Module Assignment is worth 10% of the final grade. [8 modules X 10 % = 80% of final grade)

Final online Assignment (in lieu of a final exam) will consist of **2** **novel** “Scenarios” that could come from any of the previous module topics covered in the course. Students will complete 2 written assignments (using the same process as for the in-course modules). For the Final Assignment **the length of each of the two module-specific written assignments will be 3 single spaced pages (max) and include: 1 page Generative AI report and 2 page written report, and be worth 5% each of the total grade.**

Late submissions of in-course Module Written Assignments will result in a loss of 2% of the assignment grade per day.

Missed in-course Written Assignments will result in loss of the 10% grade for each assignment not completed. There will be no make-up assignments offered.

**ACCOMODATIONS**: Please refer to the center for Accessibility: <https://students.ubc.ca/about-student-services/centre-for-accessibility>

**University Policy**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on **the UBC Senate website.**

**Learning Analytics**

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: [Canvas]. This tool captures data about your activity and provides information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to: (Example data uses:)

* View overall class progress
* Track your progress in order to provide you with personalized feedback
* Review statistics on course content being accessed to support improvements in the course

Copyright

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