Course Learning Objectives: By the end of the course the student will be able to:
1) Define the different types of social media
2) Identify how to create a presence online
3) Identify how health care organizations and pharmacies are utilizing social media
4) Identify how social media is transforming medicine and health care
5) Demonstrate how to translate complex medical information to a language that can easily be understood by patients
6) Be able differentiate between Googlers and E patients and learn how to deal with both types of patients
7) Learn health writing techniques
8) Demonstrate how to answer patient questions through writing
9) Learn professional etiquette on social media (with colleagues and patients)
10) Explore a career in medical writing

Format:
This is an online course and does not meet at a scheduled time. This course follows the Academic calendar with content starting on the first day of class for the respective semester and ending on the last day of classes for that semester. In order to progress through the content of this online course, it is important to remain diligent about your work.

This class will be informal with no judgments to foster an active, healthy learning environment, however professionalism is expected at all times.

Course Reading/Materials:

Recommended Text:

Bertalan Mesko. The 40 Most Exciting Questions About The Future of Healthcare (Kindle option)

Nir Eyal. Hooked: How to Build Habit-Forming Products


Supplemental Books:


Canvas Website: Go to http://canvas.utexas.edu (F2018 Social Media and Health Care And Consumer Health)

In this class we will use Canvas—a Web-based course management system with password-protected access at http://canvas.utexas.edu —to distribute course materials, to communicate and collaborate online, to post grades, to submit activities, assessments and to give you online quizzes and surveys. You can find support in using Canvas at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

Demands of the course: To do well in this course, we list the following recommendations:
- You should have an interest in how social media is transforming health care.
- You should have an interest in utilizing social media to engage with your patients and improve patient outcomes.
- You should complete all reading assignments.
- You should be able to spend sufficient time on your modules.

Other Policies:
- Make-up quizzes policy – On an as needed basis with reasonable excuse for absence.
- All participation via discussion board needs to be submitted on the date/time noted.

Online Discussion Board
Participation in the discussion forums is critical in maximizing student-learning experiences in this course. Students are required to be a part of an online community of learners who collectively interaction, through discussion, to enhance and support the professional performance of each other. Part of the assessment criteria for the course includes evaluating the quality and timeliness of your participation in the discussion forum.

As the instructor, I will facilitate student discussions but I will not address every single post. In most cases, I might share a related idea, intervene when the discussion goes off track, or tie student comments together to help deepen student learning. Consequently, I will not directly answer questions in the discussion area unless they are addressed to me.

To receive full credit on modules that list discussion board: You must make at least 1 discussion entry on existing questions AND respond to at least 1 of your classmates entries based on the questions for the scheduled discussion boards. These discussions can include opinions and beliefs.
Grading: Grading for the course will be based on 1 final quiz, 5 quizzes and 5 participations sessions via the discussion board (There is one activity but will not be graded but is recommended. Completing the activity will help the student get the most out of the class). The final quiz is worth 20%. Each quiz and discussion boards are worth 8%.

A = 100%-90%
B = 89%-80%
C = 79%-70%
D = 69%-65%
F = Below 65%

Graded quizzes will be returned in a timely fashion, and once the key to the quiz is posted, the student will have three calendar days to submit requests for reconsideration of specific questions. The student must outline his/her arguments in writing and submit them (dated) to the Faculty. After this three-day period, quizzes will not be re-graded, and no grade changes will be made.

Direct all course administration issues to Dr. Garza, course coordinator. If a particular question arises regarding a particular instructor’s directions, discuss the issue(s) with that instructor.

Religious Holy Days
If you will miss a test, homework assignment, or a project in order to observe a religious holy day, you must notify the course coordinator during the first week of class so that arrangements for all such participants can be made for the full semester.

Policy on academic dishonesty:

University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Each student in this course is expected to abide by the University of Texas Honor Code. [See the UT Honor Code above.] Any work submitted by a student in this course for academic credit will be the student’s own work.

You are encouraged to study together and to discuss information and concepts covered in the lectures and sections with other students. You can give “consulting” help to or receive "consulting" help from such students on assignments/activities. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the
assignment/activity. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

Students are expected to work independently on quizzes. Any student suspected of dishonesty will be reported to the Dean of the College of Pharmacy and to the Dean of Students, as per University regulations. Students are expected to have read and understood the current issue of the General Information Catalog published by the Registrar’s Office for information about procedures and about what constitutes scholastic dishonesty. Students are also expected to be familiar with and abide by the College Honor Code, and will be expected to sign the Honors Statement at the end of each examination.

Other University Notices and Policies

Use of E-mail for Official Correspondence to Students. All students should become familiar with the University’s official e-mail student notification policy. It is the student’s responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/help/utmail/1564.

Documented Disability Statement
Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD. (Note to Faculty: Details of a student’s disability are confidential. Faculty should not ask questions related to a student’s condition or diagnosis when receiving an official accommodation letter.)

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
- Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).
- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD’s website for more disability-related information: http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php

Behavior Concerns Advice Line (BCAL)
If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.
Tentative Course Schedule:
**This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.**

Quizzes, activities and discussion boards will have an indicated deadline for submission on Canvas.

Each Monday, a new module will start, and you will have until the following Sunday 11:59 PM (Central Time) to complete quiz/activity/assessments/discussion board entry.
<table>
<thead>
<tr>
<th>Modules</th>
<th>Course Schedule</th>
<th>Pre-/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Review syllabus</td>
<td>Pre-Assessment</td>
</tr>
</tbody>
</table>
| Week of Aug 29th | Read Module 1: Social Media and Clinical Practice  
How are Health Care Organizations Utilizing Social Media                                                                                                      |               |
| Module 2     | Read Module 2: How Social Media/Technologies are Transforming Medicine and Health Care  
Adoption of Social Media in Clinical Practice                                                                                                        | Quiz          |
| Week of Sept 3rd | Read Module 2: How Social Media/Technologies are Transforming Medicine and Health Care  
Adoption of Social Media in Clinical Practice                                                                                                        |               |
| Module 3     | Read Module 3: Professional Etiquette on Social Media  
Social Media, Patient Privacy, and Legal Issues                                                                                                          | Quiz          |
| Week of Sept 10th | Read Module 3: Professional Etiquette on Social Media  
Social Media, Patient Privacy, and Legal Issues                                                                                                        |               |
| Module 4     | Read Module 4: Types of Social Media  
Social Media Strategy  
Social Media Marketing Tips - Creating a presence Online  
Likeable Social Media                                                                                                                                 | Quiz          |
| Week of Sept 17th | Read Module 4: Types of Social Media  
Social Media Strategy  
Social Media Marketing Tips - Creating a presence Online  
Likeable Social Media                                                                                                                                 |               |
| Module 4     | Module 4 Activity: Creating a social media strategy  
Create a social media presence: LinkedIn                                                                                                               | Activity (not graded but recommended) |
| Week of Sept 24th | Module 4 Activity: Creating a social media strategy  
Create a social media presence: LinkedIn                                                                                                               |               |
| Module 5     | Read Module 5: Direct-to-consumer advertising (DTCA)  
Dealing with Googlers and E patients                                                                                                                                 | Discussion Board #1 |
| Week of Oct 1st | Read Module 5: Direct-to-consumer advertising (DTCA)  
Dealing with Googlers and E patients                                                                                                                                 |               |
| Module 6     | Read Module 6: Health Writing Techniques                                                                                                                                                                           | Quiz          |
| Week of Oct 8th | Read Module 6: Health Writing Techniques                                                                                                                                                                           |               |
| Module 7     | Read Module 7: Do’s and Don’ts of Medical Writing  
Writing at an 8th grade Level                                                                                                                                                                                      | Quiz          |
| Week of Oct 15th | Read Module 7: Do’s and Don’ts of Medical Writing  
Writing at an 8th grade Level                                                                                                                                                                                      |               |
| Module 8, 9, 10 | Read Module 8, 9, 10: Writing for Consumers-Answering Patients Questions, Health News, and Medication pages                                                                                                     | Discussion Board #2 |
| Week of Oct 22nd | Read Module 8, 9, 10: Writing for Consumers-Answering Patients Questions, Health News, and Medication pages                                                                                                     |               |
| Module 11 | Read Module 11: Exploring a Career in Medical Writing | N/A |
| Module 12 | Catch up on reading assignments | N/A |
| Module 13 | The 40 Most Exciting Questions About The Future of Healthcare (Chapters 1 & 2) *(On a Kindle, it will read 70% and 1297 of 1867)* | Discussion Board #3 |
| Module 14 | Read Nir Eyal’s Hooked: How to Build Habit-Forming Products (Chapters 1-4) | Discussion Board #4 |
| Module 15 | Read Nir Eyal’s Hooked: How to Build Habit-Forming Products (Chapters 5-8) | Discussion Board #5, Post Assessment |
| Final Quiz | Will take place in the classroom | TBD |