

Course Title: Talking with Clients and Peers about Vaccinations

Course Description

This self-paced online course is designed to provide a continuing education / professional development opportunity for Community Health Workers (CHWs) and other Traditional Health Workers who have completed their respective entry-level trainings. It is designed for Community Health Workers, or other Traditional Health Workers, to develop their knowledge and skills to effectively communicate the importance of vaccinations with clients and peers. Confidently addressing vaccine hesitancy and misinformation are effective tools that can be used to promote vaccine acceptance, inform immunization decisions, and safeguard community health. With the rise of vaccine hesitancy and misinformation, it's crucial for community health professionals to confidently engage in conversations with clients, families, and friends to promote vaccine acceptance and ensure public health.

CEUs

Through this session, learners will complete 2 hours of coursework. This course is approved for 2 continuing education credit hours by the Oregon Health Authority (OHA) to train community health workers. Other traditional health workers may also receive continuing education hours upon successful completion of the course. The student must complete the post quiz with a passing rate of 80% in order to receive CEUs.

Canvas

This course will be delivered via Canvas where you will access the syllabus, learning materials, tutorials, discuss issues and/or display your projects. If you are having problems accessing Canvas [check your computer compatibility](#).

Technology Support

If you experience difficulties, errors, or problems in Canvas, please click the Help button located at the bottom of the left sidebar within your Canvas course for 24/7 Tier 1 technical support 24/7.

If you have difficulties accessing your course in Canvas, please contact PACE at (541)737-4197 or email pace@oregonstate.edu. We are available Monday through Friday from 8 a.m. until 5 p.m. Pacific time.

Course Mode

This course is delivered through Canvas, an online Learning Management System. This professional development course is self-paced.

Learning Resources

You will need access to a computer and the Internet. All materials are provided in the course in Canvas (the online Learning Management System).

Learning Outcomes

At the end of this course, learners will be able to:

- 1) Develop knowledge of vaccines and vaccination effects,
- 2) Demonstrate effective communication skills and strategies to inform clients about immunizations and provide facts about vaccine safety for informed decision making, and
- 3) Display positive affect promoting immunization value and intention among clientele.

Evaluation and Grading

All PACE courses are evaluated with the grade option of A-F. This course is graded on a pass/no pass basis. In order to earn a grade of "pass", the student must earn a 80% or greater on the final quiz.



Evaluation Scale

Your grade will be based on the following scale:

A = 93-100%	A- = 90-92%	B+ = 87-89%	B = 83-86%	B- = 80-82%	C+ = 77-79%
C = 73-76%	C- = 70-72%	D+ = 67-69%	D = 63-66%	D- = 60-62%	F = below 60%

Course Outline

Module 0: Getting Started		
Lesson 1: Introduction		
Lesson 2: The Importance of Vaccines	Identify the variety of vaccines and why they are recommended.	Videos: <i>Importance of Vaccines</i>
Lesson 3: History and Public Health Impact of Vaccines	Describe, in general, how vaccines work. Identify differences between types of vaccines Acknowledge why vaccines are still important for adults	Video: <i>How Vaccines Work</i>
Lesson 4: Commonly Asked Questions about Vaccines	Describe why vaccines are important. List the types of vaccines commonly used. Explain why booster vaccines or annual vaccines are necessary. Explain why vaccines are safe. Identify usual places where vaccines are available.	Video: <i>The Importance of Vaccinations, WHO</i>



<p>Lesson 5:</p> <p>Understanding Vaccine Hesitancy</p>	<p>Define vaccine hesitancy.</p> <p>Describe the three elements of social-emotional thinking interacting to influence vaccine hesitancy.</p>	<p>Video:</p> <p><i>Understanding and Addressing Vaccine Hesitancy</i></p>
<p>Lesson 6:</p> <p>How to Combat Vaccine Misinformation</p>	<p>Define difference between misinformation, disinformation and malinformation.</p> <p>Distinguish reliable information from misinformation.</p> <p>Describe strategies for addressing vaccine misinformation in your community.</p> <p>Explain what the Truth Sandwich is and why it is an important strategy for countering misinformation.</p>	<p>Poster available for download</p>
<p>Lesson 7:</p> <p>Self-Check Quiz 1</p>		
<p>Lesson 8:</p> <p>Messaging about Vaccines</p>	<p>Describe some strategies for effective messaging</p>	



<p>Lesson 9: How to Talk Effectively about Vaccines</p>	<p>Explain the usual elements that add to credibility of messaging. Explain why some strategies are likely to work.</p>	<p>Examples: <i>Messaging examples of Scientific rigor</i> <i>Seriousness of illnesses vaccines help protect against</i> <i>Long track record of vaccine effectiveness</i> <i>Intention in grouping vaccines in communications with clients</i> <i>Personalize messaging to specific communities and individuals</i></p>
<p>Lesson 10: Understanding Vaccine Recommendations and Schedules</p>	<p>Be able to find vaccine schedule information on the OHA website.</p>	<p>Resources: <i>Oregon Health Authority website</i></p> <p>Activity: <i>Using information on Oregon Health Authority website to answer embedded questions</i></p>
<p>Lesson 11: Using Motivational Communication</p>	<p>Describe motivation and hierarchy of needs as they relate to vaccine uptake.</p>	<p>Activity: <i>Reviewing information in Hierarchy of needs chart</i> Video: <i>Health Workers Can Build COVID-19 Vaccine Trust through Motivational Interviewing</i></p>
<p>Lesson 12: Self-Check Quiz 2</p>		



<p>Lesson 13:</p> <p>Developing Effective Messages across Difference</p>	<p>Describe elements of effective messaging tactics.</p>	<p>Video:</p> <p><i>Intercultural Communication Adventure with Little Pilot</i></p>
<p>Lesson 14:</p> <p>Addressing Vaccine Hesitancy through Culturally-Competent Communications</p>	<p>Define cultural competency.</p>	<p>Video:</p> <p><i>Health Literacy and Cultural</i></p>
<p>Lesson 15:</p> <p>Health Literacy to Advance Health Equity</p>	<p>Describe differences between personal and organizational health literacy.</p> <p>Describe the reasons why people interpret messages differently.</p> <p>Describe the differences between accurate, accessible, and actionable health information.</p> <p>Explain why health literacy and health equity are connected.</p>	<p>Video:</p> <p><i>5 Things to Know about Health Literacy</i></p>
<p>Lesson 16:</p> <p>Self-Check Quiz 3</p>		
<p>Lesson 17:</p> <p>End of Course Assessment</p>	<p>Final quiz: Must receive an 80% or higher correct score.</p>	

Disabilities, Accessibility, and Accommodations

PACE seeks to accommodate the diverse experiences and learning styles of the students. Accessibility accommodations are collaborative efforts between learners and PACE. If you require accommodations, please email pace@oregonstate.edu.

Expectations for Student Conduct

Student conduct is governed by the university's policies, as explained in the [Student Conduct Code](#). In an academic community, students, faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Learners, instructors, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited subject to sanctions under university policies.

Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty, defined as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Conduct in this Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in a civil manner. Students will be expected to treat all others with the same respect, as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable.

Netiquette

In an online classroom, your primary means of communication is written. The written language has many advantages: more opportunity for reasoned thought, more ability to go in-depth, and more time to think through an issue before posting a comment. However, written communication also has its disadvantages. This includes a lack of the face-to-face signaling that occurs through body language, intonation, pausing, facial expressions and gestures. As a result, please recognize the possibility of miscommunication and compose your comments in a clear, positive, supportive, and constructive manner. Please be sure to be professional by demonstrating tolerance for diverse points of view and give each other the benefit of the doubt about any unclear intended meanings.

Evaluation

Course evaluation will be provided at the end of the course. Course evaluation results are extremely important and are used to help improve this course and the learning experience of future students.

If you have feedback for improving the course, either during this session or for subsequent sessions, we would like to know. To provide direct feedback, please email pace@oregonstate.edu.

Contact Us

This course is offered through OSU Professional and Continuing Education. Contact us for more information using any of these methods:

Web: pace.oregonstate.edu

Email: pace@oregonstate.edu

Tel: 541.737.4197